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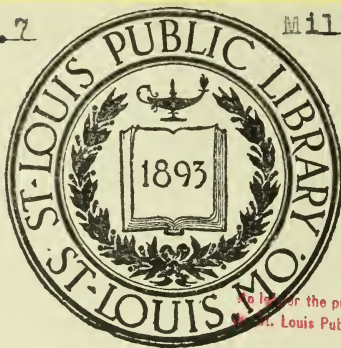
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MILWAUKEE PUBLIC SCHOOLS.

TWENTY-SEVENTH ANNUAL REPORT

OF THE

SCHOOL BOARD

OF THE

CITY OF MILWAUKEE, *Ref 3123*

79173

FOR THE YEAR ENDING AUGUST 31, 1886.

PUBLISHED BY ORDER OF THE SCHOOL BOARD.

MILWAUKEE, WIS.
1887

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SCHOOL BOARD.

OFFICERS OF THE BOARD.

1886—1887.

31 Jan 67
President, - - - - - GEO. J. OBERMANN.
Secretary, - - - - - A. H. SCHATTENBERG.
Superintendent of Public Schools, - - - WM. E. ANDERSON.

OFFICES OF THE BOARD:

PRAIRIE STREET, NEAR THE CORNER OF SEVENTH.

*To the Honorable, the Mayor and Common Council of the City
of Milwaukee:*

The undersigned respectfully transmit herewith to your honorable body, the ANNUAL REPORT OF THE SCHOOL BOARD of this city, for the school year ending August 31, 1886.

GEO. J. OBERMANN,

President of the School Board.

A. H. SCHATTENBERG,

Secretary of the School Board.

MEMBERS OF THE BOARD.

FIRST WARD.

NAME.		RESIDENCE.		TERM EXPIRES.
H. J. DESMOND,	- -	295 Pleasant,	- -	1887
J. A. HINSEY,	- -	669 Marshall,	- -	1888

SECOND WARD.

BERTHOLD W. HAHN,	- -	281 Tenth,	- -	1887
F. RUSCHHAUPT,	- -	261 Nineteenth,	- -	1888

THIRD WARD.

JOHN M. CONNOLLY,	- -	227 Michigan,	- -	1887
JAMES NUGENT,	- -	212 Michigan,	- -	1888

FOURTH WARD.

JOHN W. CARY,	- -	Eighteenth, cor. Grand Ave.	- -	1887
WM. F. JORDAN,	- -	197 Sixth,	- -	1888

FIFTH WARD.

FRED ESAU,	- -	465 Reed,	- -	1887
EDWARD J. PAUL,	- -	321 Hanover,	- -	1888

SIXTH WARD.

GEO. J. OBERMANN,	- -	533 Sixth,	- -	1887
JOHN T. JANSSEN,	- -	631 Fourth, to Nov. 1,	- -	1886
HUGO SCHROEDER,	- -	628 Fifth, from Nov. 22, 1886,	- -	1888

SEVENTH WARD.

EDWIN W. BARTLETT,	- -	420 Jefferson,	- -	1887
A. B. GEILFUSS,	- -	533 Milwaukee,	- -	1888

EIGHTH WARD.

NAME.		RESIDENCE.		TERM EXPIRES.
CASPAR HENNECKE,	-	830 National Avenue,	-	1887
G. A. LEUPOLD,	-	1004 Greenfield Avenue,	-	1888

NINTH WARD.

LUTHER F. GILSON,	-	494 Tenth,	-	1887
PHILLIP GOERRES,	-	514 Fifteenth,	-	1888

TENTH WARD.

WILLIAM J. PFEIFER,	-	736 Germania,	-	1887
WM. RAUSCHENBERGER,	-	887 Teutonia,	-	1888

ELEVENTH WARD.

J. H. MOODY,	-	585 Sixth Avenue,	-	1887
HANS KIETH,	-	608 Mitchell,	-	1888

TWELFTH WARD.

NEWELL DANIELS,	-	579 Greenbush, to Dec. 1st,	-	1886
ALEXANDER W. HILL,	-	191 Becher, from Jan. 17,	-	1887
MAURICE FLYNN,	-	69 South Bay, to Dec. 1st,	-	1886
G. D. BASSE,	-	545 Grove, from Jan. 1, '87,	-	1888

THIRTEENTH WARD.

H. C. TODELL,	-	1086 Humboldt Avenue,	-	1887
CHAS. D. FAHSEL,	-	1322 Third Street,	-	1888

FOURTEENTH WARD.

VALENTINE PTAK,	-	837 Windlake Avenue,	-	1888
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STANDING COMMITTEES OF THE BOARD.

FOR 1886--1887.

EXECUTIVE.

H. J. DESMOND.....	First Ward
B. W. HAHN.....	Second Ward
JOHN M. CONNOLLY.....	Third Ward
WM. F. JORDAN.....	Fourth Ward
E. J. PAUL.....	Fifth Ward
HUGO SCHROEDER.....	Sixth Ward
E. W. BARTLETT.....	Seventh Ward
C. HENNECKE.....	Eighth Ward
LUTHER F. GILSON.....	Ninth Ward
WM. J. PFEIFER, <i>Chairman</i>	Tenth Ward
J. H. MOODY.....	Eleventh Ward
ALEXANDER W. HILL.....	Twelfth Ward
H. C. TODELL.....	Thirteenth Ward
VALENTINE PTAK.....	Fourteenth Ward
HIGH SCHOOL.—Geilfuss, Ruschhaupt, Nugent, Paul, Hinsey, and the President and Superintendent, ex-officio.	
FINANCE.—Geilfuss, Moody, Leupold, Fahsel and Esau.	
TEXT BOOKS AND GRADED COURSE OF INSTRUCTION.—Paul, Basse, Cary, Hahn, Bartlett.	
GERMAN—Hahn, Hennecke, Ruschhaupt, Pfeifer, Geilfuss.	
EXAMINATIONS.—Ruschhaupt, Paul, Desmond, Connolly, Kienth.	
RULES AND REGULATIONS.—Desmond, Gilson, Paul, Rauschenberger, Jordan.	
EVENING SCHOOLS.--Gilson, Hahn, Hill, Cary, Schroeder.	

SUPPLIES.—Moody, Todell, Schroeder, Rauschenberger, Ptak.

MUSIC, DRAWING AND CALISTHENICS.—Pfeifer, Esau, Hill, Goerres, Bartlett.

DISCIPLINE.—Hill, Moody, Rauschenberger, Kienth, Leupold.

VISITING.—Bartlett, Hinsey, Cary, Ptak, Fahsel.

BUILDINGS.—Hinsey, Basse, Goerres, Jordan, Schroeder.

TRUANCY.—Goerres, Nugent, Todell, Desmond, Kienth.

PRINTING.—Connolly, Moody, Fahsel, Gilson, Leupold.

NON-RESIDENTS.—Todell, Basse, Rauschenberger, Connolly.

KINDERGARTENS.—Hennecke, Gilson, Desmond, Schroeder, Jordan.

LIBRARIES.—Nugent, Hill, Todell, Leupold, Pfeifer.

DEAF MUTES.—Bartlett, Hennecke, Cary, Kienth, Basse.

LOCATION OF SCHOOLS AND BOUNDARIES OF SCHOOL DISTRICTS.

HIGH SCHOOL.

LOCATION—Cass street, corner of Knapp.

FIRST DISTRICT.

LOCATION—Cass street, between Pleasant and Brady streets.

BOUNDARIES OF DISTRICT—First ward limits.

First District Primary.

LOCATION—Intersection of Prospect avenue and Maryland street.

BOUNDARIES OF DISTRICT—All that part of the First ward lying
north of North street.

SECOND DISTRICT.

LOCATION—Tenth street, between Chestnut and Prairie streets.

BOUNDARIES OF DISTRICT—All of the Second Ward east of Fifteenth
street, with the exception of a tier of blocks bounded on the

north by Vliet street, on the east by Milwaukee river, on the south by Poplar street, and on the west by Seventh street.

Second District Primary, No. 1.

LOCATION—Ninth street, corner of Chestnut.

BOUNDARIES OF DISTRICT—All of the Second Ward east of Fifteenth street, not included in the Fourteenth District and the Second Primary District No. 2, with the exception of a tier of blocks bounded on the north by Vliet street, on the east by Milwaukee river, on the south by Poplar street, and on the west by Seventh street.

Second District Primary, No. 2.

LOCATION—Corner of Seventh and Prairie streets.

BOUNDARIES—That part of the Second Ward lying east of Eighth street.

THIRD DISTRICT.

LOCATION—Jackson street, corner of Detroit.

BOUNDARIES OF DISTRICT—Third Ward limits.

FOURTH DISTRICT.

LOCATION—Eighth street, corner of Sycamore.

BOUNDARIES OF DISTRICT—All that portion of the Fourth ward lying east of Eleventh street.

FIFTH DISTRICT.

LOCATION—Hanover street, corner of Park.

BOUNDARIES OF DISTRICT—Fifth Ward limits.

Fifth District Primary.

LOCATION—Corner Greenbush and Walker streets.

BOUNDARIES OF DISTRICT—Pierce street on the north, the lake on the east, Washington street on the south, and Third avenue on the west.

SIXTH DISTRICT.

LOCATION—Fourth street, between Court and Galena.

BOUNDARIES OF DISTRICT—Sixth Ward limits, and in addition thereto, a tier of blocks between Seventh street and the Milwaukee river, north of Poplar street.

Sixth District Primary, No. 1.

LOCATION—Fourth street, corner Beaubien.

BOUNDARIES OF DISTRICT—Lee street on the north, First street on the east, Harmon street on the south, and Seventh street on the west.

Sixth District Primary, No. 2.

LOCATION—Island avenue, near Harmon.

BOUNDARIES OF DISTRICT—From the N. E. corner of the Ward on North street to Second street, on Second street to Lloyd, on Lloyd to Third, on Third to Sherman, on Sherman to Island avenue, on Island avenue to the Ward line on the north.

SEVENTH DISTRICT.

LOCATION—Jefferson street, between Martin and Division.

BOUNDARIES OF DISTRICT—Seventh Ward limits.

EIGHTH DISTRICT.

LOCATION—Seventh avenue, corner of Mineral street.

BOUNDARIES OF DISTRICT—Eighth Ward limits.

Eighth District Primary.

LOCATION—Corner of Madison street and Fifth avenue.

BOUNDARIES OF DISTRICT—Eighth Ward limits on the north, First avenue on the east, Orchard street on the south, Sixth avenue on the west, except so much of said territory as is now included in the Fifth Primary District.

NINTH DISTRICT.

LOCATION—Fourteenth street, corner of Galena.

BOUNDARIES OF DISTRICT—Ninth Ward limits.

Ninth District Primary.

LOCATION—Twentieth street, corner Brown.

BOUNDARIES OF DISTRICT—That part of the Ninth Ward included between Fond du Lac avenue on the north, Sixteenth street on the east, Walnut street on the south, city limits on the west, and the tier of blocks bounded on the north by Walnut street, on the south by Galena street, on the east by Eighteenth street, and on the west by the city limits.

TENTH DISTRICT.

LOCATION—Twelfth street, corner Lloyd.

BOUNDARIES OF DISTRICT—Tenth Ward limits.

Tenth District Primary, No. 1.

LOCATION—Tenth street, north of Walnut.

BOUNDARIES OF DISTRICT—All that part of the Ninth Ward east of Eleventh street, and that part of the Tenth Ward lying east of Thirteenth street and south of Wine to Eleventh, and south of Harmon between Eleventh and Seventh streets.

Tenth District Primary, No. 2.

LOCATION—Centre street, corner of Twelfth.

BOUNDARIES OF DISTRICT—City limits on the north, Seventh street on the East, Wright street and Fond du Lac avenue on the south, and city limits on the west.

ELEVENTH DISTRICT.

LOCATION—Tenth avenue, corner of Forest Home avenue.

BOUNDARIES OF DISTRICT—Eleventh Ward limits.

TWELFTH DISTRICT.

LOCATION—Hanover street, between Mitchell and Lapham.

BOUNDARIES OF DISTRICT—Twelfth Ward limits.

Twelfth District Primary.

LOCATION—Winchester avenue.

BOUNDARIES OF DISTRICT—All that part of the Twelfth Ward lying south and east of the Kinnickinnic River.

THIRTEENTH DISTRICT.

LOCATION—Centre street, corner Island avenue.

BOUNDARIES OF DISTRICT—Thirteenth Ward limits.

Thirteenth District Primary.

LOCATION—On Humboldt avenue, corner North street.

BOUNDARIES OF DISTRICT—Southeastern part of the Ward. Lines not established.

FOURTEENTH DISTRICT.

LOCATION—Eighteenth street, between Cedar and Wells.

BOUNDARIES OF DISTRICT—All that portion of the Fourth Ward lying west of Eleventh street, and that portion of the Second Ward lying west of Fourteenth street, north of Cedar and south of State.

Fourteenth District Primary.

LOCATION—Twenty-seventh street between Sycamore and Clybourn.

BOUNDARIES OF DISTRICT—All that portion of the Fourth Ward lying south of Grand avenue and west of Twenty-seventh street.

FIFTEENTH DISTRICT.

LOCATION—Twentieth street, corner of Cold Spring avenue.

BOUNDARIES OF DISTRICT—That part of the Second Ward lying north of State street and west of Fifteenth street, and that part of the Ninth Ward lying west of Eighteenth street and south of Galena street.

PRESIDENT'S ADDRESS.

PRESIDENT'S ADDRESS.

GENTLEMEN OF THE SCHOOL BOARD :

The final duty devolves upon me of addressing you before we separate.

During the year just ended, the public schools of Milwaukee, under the administration of this Board, with the cooperation of our ever vigilant and capable Superintendent, Prof. Anderson, aided by a body of efficient teachers, seem to have maintained their former excellence.

Our function, as members of this Board, exacting and unremunerated, but full of the reward of possible good to man, has been performed, I believe, to the satisfaction of the public.

Our action, during this time, has been conservative, and wisely so. Our school system did not spring into existence, fully formed, as did the goddess of wisdom. It grew piece by piece, after great painstaking. It should, therefore, not be tampered with short of evident necessity.

There is nothing new under the sun and very little that is new in legislation. Legislation, as practiced, consists for the most part in the undoing of what has been previously enacted and the binding together again of the same bundle, after a lapse of time. School

legislation, similar to the legislation of more august bodies, goes its perpetual round, doubling upon itself, like a squirrel in its wheel.

The records of the year now closing show however, I think, that we have accomplished some really creative work. In proof of this, I will give some instances :

The prevailing opinion that instruction in German in the public schools was not effective in proportion to the means expended, has not been unheeded. Instruction, based upon the oral method, has been adopted by the Board and a Superintendent of German, in the person of the teacher of German at the High School, has been appointed. These changes, it is hoped, will quiet the antagonism to the teaching of German in the schools of this semi-Teutonic city, where the German tongue is of every-day usefulness to most of its inhabitants.

An effort to readjust teachers' salaries precipitated a contest, which lasted through several sessions. The struggle resulted in leaving the salaries of assistants at the same minimum as before, but placing the maximum at \$600, regardless of the certificate held ; increasing the maximum salary of the 1st assistants \$100 and grading the salaries of the principals of primary and branch schools according to the number of rooms in the school.

Through the instrumentality of the Board, a deaf-mutes' school was opened in September last. It now has some 24 pupils, and gives promise of success.

Evening schools have been organized. But their lack of patronage does not encourage their continuance.

A training class for instruction in kindergarten teaching has been established to meet the growing wants in this direction.

Physiology has been added to the course of study and apparatus has been purchased for the purpose of practical demonstration in physics.

After ten years of fruitfulness, the City Normal School has ceased to exist. It has succumbed to the State Normal School, recently founded in Milwaukee. Prof. Mapel, who has been put at the head of this institution, won his promotion in the Milwaukee High School. I think that I express the sentiments of the Board, in congratulating him upon this step upward and in assuring him that, while we regret we can no longer count him as one of our crew, we are pleased to know that he still remains within easy hailing distance.

The crowning school event of the year has been the appropriation, by the Common Council, of an ample sum for the erection of a new High School building on the site of the present unsuitable structure. The city will be a gainer by this well-placed generosity. Prof. Peckham, who is showing himself to be a worthy successor to Prof. Mapel, will here find scope for his abilities.

Our estimates for the budget, with the exception of one item, were ungrudgingly voted by the Common Council. For this, we owe them our acknowledgements.

The sum of \$5,000, which we asked for, that the experiment might be made of engrafting manual training upon our public school

system, was refused. This is to be regretted. The project has been favorably received in many places and is reported to be working well in Philadelphia and elsewhere.

Manual training in the schools is the irrepressible educational question of the day. This is perhaps not the proper occasion, and I am certainly not the person to discuss this matter in its fullness. Still, I may be permitted this query: Do our children leave school well-equipped for the duties of life? Are they as strong, mentally and physically, as they might be? I think not. In our schools they learn much and they retire knowing little. They become learned in theorems, but they remain ignorant of things.

Conversance with the tangible, visible things that surround him, makes man helpful to his fellow and happy within himself. What beauties the botanist discovers in the least pretentious flower, the geologist in the dullest pebble—beauties that are deep hidden from the uninitiated eye!

Exclusively mental training engenders in our children a contempt for working with the hands which interferes with their material prosperity in after-life and proves detrimental to them bodily.

It is well for the gentlemen who are actively engaged in advancing the manual training movement in Milwaukee, to understand that they are not likely to obtain the necessary funds for their purpose by the simple utterance of philanthropic generalities. They will have to present a specific plan.

During the year, death has taken from us Commissioner Oldenburg and Mr. Spinney, Principal of the Fourteenth District School.

Commissioner Oldenburg was esteemed by his colleagues for his many superior qualities as a man and as a member of this Board.

Of Mr. Spinney, I can speak from acquaintance, with feeling. His school was a model one. His soul was stirred with this single ambition—to be the accomplished educator of the young. In this he was successful. His name will never fade from the annals of Milwaukee's schools, nor his memory from the minds of his pupils.

Thanking you for the consideration which you have shown me in our personal and official relations, I declare the Board adjourned, "sine die."

JOHN L. MITCHELL.

SUPERINTENDENT'S REPORT.

To the Honorable Board of School Commissioners:

GENTLEMEN—Herewith I have the honor to submit the twenty-seventh annual report of the Superintendent of Schools, being the fourth report submitted by the undersigned.

WM. E. ANDERSON,

Superintendent of Schools.

MILWAUKEE, Sept. 1, 1886.

REPORT OF THE SUPERINTENDENT.

In reviewing the condition and progress of public education in this city, the most important facts which deserve attention are connected with the matter of *school accommodations*. A brief account of the most urgent needs of the different portions of the city for extension of school facilities may, therefore, receive first and most prominent notice.

SCHOOL ACCOMMODATIONS.

As yet ample school opportunities, for the residents in the northern part of the First Ward have not been provided. The recommendations made a year ago, have, however, been heeded, and in the course of the present year the steps already taken by the Council to supply the needs of this part of the city promise to meet the requirements of the situation. I believe that the erection of a commodious building as is now proposed will verify the prediction formerly made—that there is a large number of children in that part of the city whose absence from the public school is to be accounted for only on the ground that present school privileges are so remote and limited that parents prefer to send their children, if sent at all, to private schools.

In the Second and Ninth Wards, especially at the west ends of

said wards, there is urgent need of provision for the accomodation of at least five hundred children. In the Fifteenth District school, situated on Twentieth street and Cold Spring Ave., two rooms in the basement have been seated for the acommodation of the overflowing school population. One room designed for an office or teachers' room is also seated and made to accomodate, after a fashion, some thirty-five or forty pupils. Something must be done for the accomodation of the public in this part of the city before another year has passed, or hundreds of children of school age will be without the opportunity of attending school. In the Third Ward, accommodations are ample. In the east end of the Fourth Ward, the Fourth District school provides comfortably for the residents of that part of the city, but the western half of this ward—the Fourteenth school district, should be provided with another school. The building of an addition to the present Fifteenth District school and the erection of a six-room school building at the west end of the Ninth Ward will somewhat relieve the pressure upon this school, which is at present filled to its utmost capacity. The Fifth Ward is well provided for, but both schools are full. In the Sixth Ward there is great need of an increase of school accommodations, and of remodeling two of the present school buildings.

The building known as the Humboldt school, situated on Fourth street, between Court and Galena, needs remodeling throughout. This can best be done by adding one story to the north and south wings, and by converting four rooms into two in the first story, so that the primary room will be larger and provision be made for the opening of a kindergarten. I think that such a modification would permit of an enlargement of the corridors, and the construction of

suitable cloak rooms. This building is poorly lighted and ventilated, and stoves are still used for heating. The Sixth District Primary School, No. 1 ought to be demolished, if the question of health is worthy of consideration. It would be difficult to devise a building more poorly adapted for school use than this one is. The rooms are all small and ill-lighted; of ventilation there is none. Nowhere else in the city are children pushed into such close and uncommodious quarters. There is scarce standing room for the teachers, no cloak room whatever, and no place to hang cloaks in the classrooms; consequently, the childrens' wraps are thrown in a heap in the small and dark space called a corridor. The building is old, and even when new could not have been intended to accommodate more than half the children who are now crowded into it. On the site it occupies, a fourteen room building ought to be erected, and in my opinion, this should to be the next addition made to the city school accommodations.

The addition now being built to the Seventh District school, will meet all requirements for an indefinite time to come. A kindergarten should be opened in this school, and the two lower rooms in the center converted to this purpose. A large arch should be opened between these two rooms, or the partition removed, as neither of them is large enough alone, or properly adapted to kindergartening. With this change, one of the rooms could be used for occupation and the other for games and exercises.

The Eighth District school should be remodeled after the same plan as the Seventh. There is plenty of room upon the lot for such an addition, and in two years more such a modification will be found necessary, by reason of the rapid increase of the school pop-

ulation in this part of the city. The Eighth District Primary School, No. 2, will be filled in two years, and I should recommend that upon the arrival of that event, it be converted into a district school and the ward divided into two districts—the Eighth and Nineteenth, as the case may be. The Ninth Ward has outgrown present school accommodations, and unless the Fifteenth district is made to include the west end of the Ninth Ward, and the present Fifteenth District school is enlarged, there is immediate need of a new school building in this part of the city.

The Tenth Ward has a new primary school soon to be opened, and hence the crowded condition of the schools in that part of the city will be relieved for the present. The Tenth District Primary School, No. 1, needs overhauling, heating apparatus, provision for a kindergarten, and repainting.

The Eleventh District school has been put into admirable condition, and, while not too large will, perhaps, meet all requirements until a school is built in the Fourteenth Ward. The Twelfth Ward is well equipped with school facilities.

The Thirteenth Ward is hard pressed for the necessary school accommodations. The present District school is filled to overflowing, and three rented rooms at present afford sitting room for the pupils for whom there is no other accommodation. I would recommend that an eight room primary school be erected somewhere near Third street and south of the Shooting Park. The building should be so constructed as to permit of enlargement with a view to making it a full District school when such a school is required in that part of the city.

The following abstract of estimates is given of the immediate needs of the city in regard to increase of school accommodations:

One District school on the site of the present Sixth District

Primary, No. 1	\$ 50,000
Primary school at the west end of Ninth Ward.....	25,000
An addition to Fifteenth District school.....	25,000
Primary school in Thirteenth Ward.....	25,000
Remodeling Humboldt school.....	20,000
Remodeling present Second District school, or a new building on another site.....	75,000
Remodeling Eighth District school.....	20,000
<hr/>	
Total.....	\$240,000

This estimate is made in view of present and near future needs and is based upon the assumption that buildings are already provided for, as follows:

Primary School in the First Ward.

Primary School in the Tenth Ward.

As regards the consolidation of the two schools now in the Second Ward, to be effected by the sale of the present Second District Primary School and the site, the sale of the Second District school and site, and the purchase of new grounds and the erection thereon of a new building, there are many important considerations to be dealt with. It is true that the present Second District school is very poorly adapted to school purposes. The rooms are dark, small, and poorly ventilated. Still, it is questionable whether it would be wise to erect a building large enough to accommodate the number of children now attending the Second District primary and

the Second District school. There were enrolled in these two schools, on October 1, 1886, 1196 pupils. To accommodate this number, at least twenty rooms will be required.

As this part of the city is, however, very closely built up, and as residences are continually giving way for the establishment of business blocks, shops and stores, ground for manufactories, etc., the school population will continue to decline, so that by the concession to the Fifteenth District of two blocks in the west end of the Second Ward, a district school of sixteen rooms will be ample to accommodate the school population of the Second Ward. The question is by no means an easy one to settle, and there are very positive differences of opinion as to which is the better way to arrange for the further accommodation of pupils in this part of the city.

OVERCROWDING.

Having indicated the present necessities for increase in school accommodations, I regard it as my duty to call the attention of the Board to another phase of the subject, and that is, the overcrowding of rooms generally occupied by infants, especially in those parts of the city which are waiting, so to speak, for the enlargement or erection of school buildings. It seems to be an article of faith with some of our school men, that the facilities or accommodations of a single room are in no wise a guide to the teacher and principal in admitting applicants to school, and do not define the limit of the teachers' usefulness in instruction. Accordingly, in the absence of any rule of direction of the Board, children are enrolled and admitted when the teacher is taxed to the utmost; when every seat

is occupied and every foot of floor space available for seats is utilized; when considerations of health, economy and efficiency of instruction forbid the admission of another child, *they are still received*. Extra chairs are brought in, and the principal still submits to the extension of the evil. This is excused on the ground that one child has as much right to school room as another, and that the public school should grant to all an equal participation in the limited privileges offered by one room and one teacher. There is no rule directing principals to limit the number of pupils to a certain amount of school room space or to one teacher. It is true that a rule of the Board empowers the Superintendent, at his discretion, to place first grade classes upon half time, with the provision that children of seven years and upwards be permitted to attend all day. The remedy here provided is but partial, and in some instances principals are quite indisposed to concur in a proposition to apply the rule. This remedy is strongly opposed also by the parents, who are interested in securing the admission of their children upon any conditions, so long as they may be allowed to attend school all day, and their petitions and remonstrances no doubt go far in governing the action of the Principals.

I am fully persuaded that the Board would be justified in passing rules which shall prevent overcrowding in our primary rooms, and that the passage and enforcement of such rules would not only increase the total results and efficiency of the instruction, but would not restrict or limit the general benefits of elementary schooling to a less proportion of the school population than is at present accommodated. In the first place, it would be understood that there is a limit to the ability and effectiveness of one teacher—the average

teacher—that this limit is defined on the one hand by the number of pupils which, in regular and successive sections, may receive efficient instruction under her charge. Second, it should be borne in mind that the progress made by children in school learning is not measured by the number of hours daily, during which they occupy school seats and are supposed to pursue their studies. The influence and attention of the teacher must be constantly near young pupils if they are to improve the school time. With eighty or a hundred pupils in one room, the teacher must needs resort to artifices which deal with the class as a whole. Hence, the exercise must be so simple as to fall below the average ability of the class, and on the part of a large minority of the class, quite below the grade of work upon which they should be employed. On the other hand, the less advanced pupils cannot be cared for, since their individual shortcomings are overlooked amid the number who may understand the lessons. Much time is therefore lost to pupils who might advance more rapidly were the teacher able to recognize their ability and shape her instruction accordingly. Repeating, in other words, the proposition advanced above, there is a limit to the number of children which one teacher can properly instruct at one time. To exceed this limit by crowding the room with such numbers as diminish the efficiency of the instruction given to each individual by dispersing and absorbing the energies of the teacher in the task of keeping order, *is contrary to the plainest dictates of common sense.* To make this case plain, let us take for example an average class of ninety pupils in the first grade. According to prevailing usage, such a class occupies the room all day, frequently a poorly ventilated one, and the instruction is either given to the class as if all

were of equal ability—all pupils participating in each successive lesson or exercise—or, the class is separated into a first and second division, and each engaged in turn while the pupils of the other division are required to occupy their time in some simple work or study which they are presumed to do without the special attention of the teacher. The teacher must, however, preserve quiet and order throughout the whole room, to enable her to proceed with the lessons in hand in which only one division of the class is engaged. It is needless to say, whichever way is adopted, whether instruction be directed to one-half of the class at a time, or to the whole class, that under such conditions a teacher must work at very great disadvantage and that the progress of many pupils must be seriously retarded. In the first place, ninety or one hundred pupils are too many for one teacher to have in charge, unless we assume that a large part of the duties of a primary teacher in the public schools consists in “minding and keeping order,” a business which is in reality systematic and professional school room nursing. And again, such a condition of things perverts the functions of the instructor, and engages power intended to be applied to the business of teaching, and not that of nursing.

Two teachers should be supplied for ninety or one hundred pupils. It has come to be almost a dogma, however, that two teachers cannot be profitably employed in one room, no matter how large the class; and hence the introduction of a second teacher has met with objections from the very persons who might be supposed to be the first who would approve of a proposition to afford relief by increasing the teaching force.

To show what may be done to improve the instruction of such

classes, I need call the attention of the Board to only one of these large classes which has been conducted for some time according to the following plan: the class in question belongs in the Eighth District Primary School, and numbers from ninety to one hundred and ten pupils. It is divided according to the various attainments of the pupils into four divisions, averaging twenty-five pupils in a division. The teacher, with an assistant, conducts two exercises at a time, the pupils of one division reciting at a long table in charge of one teacher, and another division being engaged at their desks, under the direction of the other teacher. The pupils have become accustomed to working in this way without any considerable diversion of attention. Each teacher is able, from the compactness of her class, to speak in natural, and not school room, tones. The exercises proceed with a lively and active interest on the part of each pupil, since all have a larger share of the teacher's attention, and each pupil is more frequently called. The lesson is shorter than it would be under the old plan, but long enough for every child to express his best endeavors, and receive much more profit from the task than if he were only one of a hundred engaged for a much longer period of time in a general and promiscuous concert sing-song recitation. So much for the instruction. Now as to the time during which pupils are kept in school. The same principle is used in arranging the sessions for each of the four divisions.

PROGRAMME.

Divisions I, II and III attend three-quarters of a day.

Divisions IV and V attend half a day. Divisions I and II are

sent home at recess in the morning, and Division III at recess in the afternoon.

Divisions IV and V are new pupils.

		RECITATIONS BY TEACHER.	RECITATIONS BY ASSISTANT.
9:00	9:05	Opening Exercises.	
9:05	9:20	Language.	Language, III Division.
9:20	9:35		Number—II Division.
9:35	9:50	Number—I Division.	
9:50	10:00	Rest.	
10:00	10:12½		Reading—II Division.
10:12½	10:25	Reading—I Division.	
10:25	10:45	Recess.	
10:45	10:50	Singing and Cleaning Slates.	
10:50	11:05	Reading—IV.	
11:05	11:20		Reading—III.
11:20	11:35	Number—IV.	
11:35	11:50		Number—III.
11:50	12:00	Dismissal.	
1:10	1:30	Singing and Cleaning Slates.	
1:30	1:35	Drill in Phonics.	
1:35	1:50	Number—V Division.	Reading and Spelling, III Division.
1:50	2:00	Rest.	
2:00	2:15	Drill in whole arm and forearm.	
2:15	2:30	Drawing.	
2:30	2:40	Recess.	
2:50	3:05	Reading, I Division.	
3:05	3:15	Reading, V Division.	
3:15	3:30	Spelling, I Division.	Spelling, II Division.
3:30	3:45		Reading, II Division.
3:45		Dismissal.	

It will be observed that these pupils attend school three quarters of a day, and that by this arrangement all pupils receive instruction

in all the subjects of the grade. The class has made rapid progress, and I need hardly say that they have fared much better as regards health, comfort and instruction, than they would have fared under the usual plan. It is true that the general adoption of this plan for all large primary classes would require the employment of more teachers, but I am persuaded that the increase of expenditure would be followed by more than a proportionate increase in results, and, in conclusion, it should not be forgotten that to continue the present method of dealing with large classes is, at the best, only a concession—that weak and unsatisfactory results from overcrowding the school rooms are inevitable, and to be expected and accepted.

APPORTIONMENT OF PUPILS TO TEACHERS.

The subjoined table shows the distribution of the pupils of the several grades in the aggregate and the average cost of tuition in the several grades, from the kindergarten upwards, including the High School. The cost of apparatus needed in instruction is not included in this estimate.

Cost of tuition per pupil on the average number of pupils enrolled during the school year 1885-1886 :

GRADES.	Average Number of Pupils Enrolled in the Several Grades.	Average Number of Class Teachers Employed in the Several Grades.	Average Salary of Class Teachers Employed.	Cost of Tuition per Pupil on the Amt. Paid for Salaries.
Kindergarten.....	945	19	\$ 473.68	\$ 9.52
First	5766	84	522.92	7.62
Second.....	2549	39	537.35	8.22
Third.....	2269	40	570.79	10.06
Fourth.....	1730	32	554.09	10.25
Fifth.....	1290	27	542.41	11.35
Sixth	851	20	590.50	13.88
Seventh.....	518	14	594.64	16.07
Eighth.....	363	12	753.75	24.92
High School.....	330	11	1120 00	37.33

This table needs to be supplemented by another table, showing the cost of apparatus used in instruction based upon the whole number of pupils in three departments: First, kindergarten; second, the grades; third, the High School. The terms apparatus and material include all aids to instruction furnished by the School Board. In the kindergarten, it includes rent of pianos and occupation material; in the grades and in the High School it includes expenditures for maps, charts, manuals, stationery and illustrative apparatus.

The following table shows the cost of apparatus and material per

pupil, on the average number of pupils enrolled in the several departments of the public schools during the year 1885-1886 :

DEPARTMENTS.	Cost of Apparatus and Material during the School year 1885-1886.	Cost of Mat'l and Apparatus per Pupil during the Sch'l year 1885-1886.
Kindergarten.....	\$ 777.44	82 Cts.
Grades, (First to Eighth, both inclusive).....	3110.15	20
High School.....	57.51	17

The cost of instruction in music and drawing for the school year 1885-1886, was \$3011.73; the cost per pupil on the average number of pupils enrolled, was 18 cents.

The cost of instruction in German, for the school year 1885-1886, was \$18,450; cost per pupil, on the whole number of pupils enrolled, in the study of that branch, was \$1.56.

The employment of special assistant teachers of German in place of class teachers, who devoted a part of the day to instruction in German, and the employment of assistants in a few schools that had suffered from lack of help in this department, has increased the cost per pupil to \$1.75.

The subjoined table shows how far the prevailing practice in the manner of distributing pupils is conformable to the rules of the Board. These rules require an average enrollment of 120 pupils in the kindergarten to two teachers, or sixty pupils to a teacher engaged two sessions daily. They require an average enrollment of sixty-six pupils to a teacher in the first and second grades and allow an additional teacher for more than half the number, (thirty-

three), in each school in which there is a surplus of pupils over the prescribed sixty-six to a teacher. The apportionment for the third and fourth grades is fifty-five pupils to a teacher in each school, and a teacher allowed for a surplus of twenty-eight pupils, and in the fifth, sixth, seventh and eighth grades, one teacher to forty-four pupils, and an additional teacher to a surplus of twenty three pupils in any school where the distribution of pupils to a teacher exceeds the assigned number.

The provision which adds a teacher for an excess in the enrollment of more than half the maximum, also prevents such a construction of the rules as would discontinue teachers' service in case of temporary falling off in the aggregate enrollment in the school. The rule is theoretically correct and no doubt conforms to an equitable estimate of the comparative enrollment which should be observed between primary, intermediate and upper grade classes. It is extremely difficult to set a rigid limitation by rule upon the number of pupils which should be apportioned to a teacher, for besides the variation in the grade enrollment incident upon promotion, it frequently happens that the school rooms are not large enough to accommodate the full number required. These conditions, however, will not account for the very considerable discrepancy which is apparent in the following table between the theoretical requirements of the rules and their usual observance in practice, and how far and in what cases present practices in the apportionment of teachers depart from the requirements of the rules of the Board.

TABLE SHOWING THE AVERAGE ENROLLMENT OF PUPILS TO A TEACHER DURING THE MONTH OF JUNE, 1886.

SCHOOLS.	Average Enrollment of Pupils in the 8th, 7th, 6th and 5th Grades.		Av. No. Pupils to a Cl'ss Tch'r in 8th, 7th, 6th and 5th Grades.		Average Enrollment of Pupils in the 4th and 3d Grades.		Av. No. Pupils to a Cl'ss Tch'r in the 4th and 3d Grades.		Average Enrollment of Pupils in the 2d Grades.		Av. No. Pupils to a Cl'ss Tch'r in the 2d Grades.		Average Enrollment of Pupils in the 1st Grades.		Av. No. Pupils to a Cl'ss Tch'r in the 1st Grades.		Total Enrollment of Pupils in the Kindergarten.		No. Pupils attending 1 (½ day's) session of the Kindergarten.	
First District.....	162	32	161	40	111	56	185	62												
Second District.....	373	37	47	47																
Third District.....	85	28	104	52	115	58	200	67	99	50										
Fourth District.....	198	40	197	49	84	56	163	47	100	*50										
Fifth District.....	232	42	276	50	118	59														
Sixth District.....	278	40	233	58	154	62	244	54												
Seventh District.....	247	41	134	54	47	47	180	72												
Eighth District.....	136	27	243	61	73	73	273	91												
Ninth District.....	314	39	223	56	220	73	396	99												
Tenth District.....	207	35	209	52	131	66	398	80	116	58										
Eleventh District.....	89	36	153	44	63	63	557	70												
Twelfth District.....	120	34	195	49	95	63	206	69	115	58										
Thirteenth District.....	150	38	190	48	145	73	426	71												
Fourteenth District.....	228	46	239	60	126	63	152	76	108	54										
Fifteenth District.....	23	23	157	52	126	63	258	86	164	82										
Second District Primary, No. 1.....			271	54	184	61	285	71												
Second District Primary, No. 2.....			28	56	98	65	169	56	95	48										
Fifth District Primary.....					68	45	366	92	143	72										
Sixth District Primary, No. 1..	85	43	216	54	137	69	197	99												
Sixth District Primary, No. 2..			110	55	149	75	215	108												
Eighth District Primary.....			81	54	87	58	149	75	124	62										
Ninth District Primary.....			56	37	94	47	160	80												
Tenth District Primary, No. 1.....			91	46	69	69	254	85												
Tenth District Primary, No. 2.....			111	56	69	69	252	84												
Twelfth District Primary.....			24	48	74	49	98	49	89	45										
First District Branch.....			30	30	19	38	45	90												
Thirteenth District Branch.....			45	45	55	55	108	54												
Fourteenth District Branch.....			34	34	28	56	59	79	53	27*										
Totals and Averages.....	2927	37	3858	51	2739	61	5995	74	1206	55										

*Director had no assistant.

The great difference between the first and eighth grade tuition has, in several instances, been advanced in support of propositions to consolidate the higher classes in certain sections of the city, and thus economize room and money. A just comparison of the average cost of instruction in these two grades ought to consider something more than the actual difference shown in setting the one against the other. It will be observed that the cost of tuition per pupil increases with the average age of the pupils, that the increase does not stop with the eighth grade, and that with the best arrangements for consolidation as provided in the High school, the cost of tuition is greater than that of eighth grade tuition. The comparison which should be consulted in support of schemes to divide the course of instruction in District schools and establish separate departments or schools for the higher grades, ought to consider the scale of increase upward from the first grade to the eighth. A considerable difference in cost between the seventh and eighth grade tuition might be adduced in support of consolidation. But it should be kept in mind that the difference as it appears is not out of proportion when we consider the standard of ability and the character of service required on the part of first assistants; besides there is good reason for stating that the difference in the quality and quantity of the work performed by both pupils and teachers of the eighth grade, is quite commensurate with the difference in the cost of tuition between that grade, and any other, be it higher or lower.

The attainments of pupils and the service of teachers of the eighth grade come more openly and directly, hence into the view of all interested, and competent to judge, teachers, principals, commissioners and superintendent; and to add to the open tests, there is the

proof applied by the requirements of the High school, after the pupils enter that institution. It is also quite probable that the first assistant has something to do in repairing such deficiencies in pupils coming to her, as may have been overlooked by teachers and principals in previous promotions. The standards for promotion from the eighth grade are uniform and vigorously applied, while promotions in lower grades are conducted principally upon the separate standards which the several principals derive from their respective interpretations of the "Manual of the Graded Course of Instruction."

INSTRUCTION.

But little innovation has been made in the subjects required to be taught in the District and Primary schools. The plan adopted by the committee in regard to drawing has been continued with satisfactory results. Some efforts have been made by teachers to improve the instruction in penmanship, and I am gratified to say that the attention paid to that subject in my last annual report, has been intelligently appreciated by the teachers, and with very encouraging results. Something yet remains to be done in the first grades in regard to provisions for affording assistance to teachers in large first grade classes and to meet such cases I think the Board should open the way for the employment of pupils in the senior class of the State Normal School.

Intimations have already been thrown out by the President of that school that the employment of a number of the students in the capacity of substitute teachers might be made mutually beneficial to the city School Board and to the Normal School Regents.

Whatever plan is adopted for granting temporary assistance in large primary classes, it is important that the Board reserve the right to discontinue the services of teachers so employed whenever their help can be dispensed with. Another observation is proper in regard to such engagements—the services of temporary teachers should be confined to the classes for the instruction of which they are engaged in the first place. It should be understood that they are detailed for a specific purpose—that of assistants to teachers in large primary classes, and that the occupation of their time in filling out the programme of other rooms, is not intended by the Board.

There could be no objection to the division of such extra assistant's time between two large primary classes—that is, she might assist in one class in the forenoon, and in another in the afternoon. I would recommend that such a disposition be allowed—always provided that the aggregate enrollment in the first and second grades entitled the school to the additional assistant, and that such assistant's service be confined to the classes to which she is accredited by enrollment.

Now, as to the ability of the persons employed in the above mentioned capacity.

They are for the greater part, young and inexperienced, seeking admission to the profession and well satisfied with opportunities for practice and observation with teachers of standing and skill. The majority have no teacher's certificate, but are classed as substitute teachers. It does happen occasionally that teachers of standard qualifications accept service in this line, but they soon find permanent

engagements, especially if their substitute work proves commendatory.

I have now presented the main considerations to be regarded in framing a plan for increasing the efficiency of primary instruction by increasing the force of teachers as circumstances require; reduced to simple propositions these recommendations are as follows: First, I assume what will be readily granted, viz.—that the indefinite expansion of primary classes to fifty and even one hundred per cent. greater than any reasonable apportionment to the teaching force, must of necessity result in partial results, if not in neglect and failure; and that efficient instruction throughout the lower grades, cannot be maintained under circumstances where the attendance of pupils so exceeds the necessary supply of teachers.

Second—I have shown that the excess of pupils to a teacher is not constant, but appears now in one class, now in another; now the attendance falls by reason of transfers and promotions, and again increases from the accession of new members, notably in the lowest first grades. To meet these exigencies, I would recommend—

First—That pupils of the senior class in the State Normal School be certificated as substitute teachers.

Second—That substitute certificates be granted such other persons as pass the examinations required by the committee on examinations, or to such persons as furnish satisfactory evidence to the committee, that they are qualified for this branch of service.

Third—That principals be allowed to detail any one from the list, not only for temporary service in place of absent teachers, but

for temporary assistants in large primary classes, under such restrictions and directions as the Board shall prescribe.

Fourth—That details of such teachers for half day service be permitted in cases where there does not seem to be full day assistance required.

Fifth—That a uniform compensation be allowed for this work whether it be performed by pupils of the Normal School, substitute teachers, or teachers holding the full certificate.

Should the Board see fit to incorporate these suggestions in rules and practice, I confidently predict an immediate improvement in the condition and results of instruction in all the lower grades, and in consequence, a rise in the standing and excellence of the school. Without indulging in compliment, I can assure the Board that very positive improvements have been made in methods throughout the intermediate and upper grades. A more uniform system of recording the progress and promotion of pupils has been carried out. The parents of all pupils above the second grade are informed monthly of the progress of the child in his studies, and his standing, attendance, punctuality and behavior, and thus there results a full understanding between parents and teachers of the progress of the pupil, which strengthens the interest and sympathy between the school and the home.

Something, perhaps, remains to be done to enable teachers to arrive at a better method of keeping the records of the class standing. When the present system was introduced, some misgivings were expressed lest the system should be perverted to the old and objectionable plan of recording each and every utterance of the child in recitation, and thus burdening the teacher with a mechanical

task which must greatly hinder a natural and free development of the lesson, and displace enthusiasm and interest by mechanical and unfeeling routine. Any system of marking and recording progress, which results in the punctilious drudgery of "keeping tally" as each pupil answers or fails to answer questions of the teacher, is not worth the paper and pack-thread in the registers. The thing to be taught should be brought before the class and handled with freedom and energy. No teacher who surrenders himself to his subject and carries into it that degree of enthusiasm necessary to impart knowledge and develop power in the pupils can be hampered by stopping to record the supposed value of each answer. This method is the rival of all that is condemnable in the worst features of the examination fetich. As a true measure or as an indication of the value of each pupil's work, it is the wildest sort of guess work. In a class of fifty pupils where a child's "turn" cannot come more than once in the course of a lesson—where question and answer are the chief feature of the exercise, the "tally" of "correct" or "incorrect" in all questions, whether leading or subordinate, important or inferential, is well deserving the title of "machine work."

This kind of marking may answer when the topical method is followed, as in higher classes or the High School, where pupils are required to follow up a chain of reasoning or preserve continuity and logical sequence in description, narration or exposition, and where the answer of the pupil is not a mere phrase or monosyllabic answer; but in teaching large elementary classes it is cumbersome and inaccurate. We complained of examinations because the tests were narrow in comparison with the facts we wished to discover—a year's work to be tested by ten test questions, general and fairly

comprehensive excellence by the right or wrong of a very limited number special memory tests. What shall we say of a rival system which marks the pupils each day on a lesson requiring a half hour or an hour's diligent study, by the results of a single question in such a lesson? There is no difficulty in preserving a record of the progress and merit of each pupil's work if the task is attempted without prejudice and in proper spirit. Review lessons once a week, or subject lessons after a topic or subject has been provided by the class, can be conducted that the judgment of the teacher may be expressed in the record so as to form a perfectly reliable basis for promotion after the grade work is completed.

EXAMINATIONS.

The change from the system of promotions upon examinations as carried out under directions from the Board, has not yet been followed by those calamitous consequences which some supposed would result from the abandonment of that modern fetich of the graded system. Classes are now promoted without examination and the teacher's estimate. The standard of scholarship has not been lowered. Unmerited promotions have not embarrassed the teachers who receive pupils promoted on record or estimate. Teachers have shown no diminution in zeal nor manifested any lack of energy since the supposed indispensable spur of examination has been removed.

Of the 267 pupils promoted to the High School last year, 53 were not examined, and it is safe to say that no class of pupils were better prepared to enter upon the course of instruction than those

who were graduated from the ward schools last June. The pupils who were examined were promoted or not promoted upon the results of their year's work averaged with the examination. The experiment has removed altogether that anxiety which prophesied confusion and disaster as a consequence of the rash departure from the existing system. But we have not done with examinations yet. Here and there some worthy knight of the old guard sounds the call and marshals pupils and teachers to the tournament. So much for habit and the persistence of modes of thought and opinion. They die hard.

As I have expressed my own views quite freely on the abuse of examinations and the cramming which they induce, I will conclude by quoting the sentiments of Superintendent Harrington, of New Bedford. Superintendent Harrington says :

“That odious thing called CRAM is the progeny of test examinations. It has no other parentage. The noted Archdeacon Farrar, in a gush of indignant rhetoric against this vice, as displayed in the schools of England, has recently spoken of it as ‘the juggernaut car of cram, before which the English nation is throwing its children by thousands to have all the qualities crushed out before its ponderous wheels.’ The Archdeacon had better thunder his rhetoric against the cause instead of the effect. Strangle the parent, and the deformed suckling will perish of itself. What do pupils cram for? Why stuff themselves with technical and superficial facts? What, but to pass the examination with credit? Why, how well it is known among school experts, that hundreds of grammar school masters systematically exchange with each other the lists of questions which, from time to time, are propounded by their several school committees and superintendents for the examinations, and paste those which they receive into scrap books. Then their long suffering pupils are put through the whole collection, and it is cram, cram, cram, until every unwonted form of question has been tried upon them, and its answers drilled into their memories, so that no novelty shall be sprung upon them when the next corresponding ordeal arrives. And where could be found an illustration of the influence of examinations more discreditable and damning than that? But the

standard of promotion, what becomes of that if the test of fitness be the teacher's judgment alone? You surely do not dispense with a uniform and definite standard? No, we have a uniform and definite standard which we glory in; and still it does depend on the teacher's judgment. For it is wholly comprised in the answer to the question: 'Would the advancement of the pupil be to his advantage?' That is certainly definite, and it is decidedly uniform; for, as has been related, we apply it at every stage of a pupil's career. Above all, it is just. If a pupil would be profited by regular promotion, it is the exercise of criminal tyranny to keep him back, let the circumstances be what they may. The grand object of our free public school system is the spread of intelligence among the people, according to the greatest good of the greatest number; and the error of school authorities in managing that system, if any, should be on the side of encouragement, not of repression. Many a pupil has a right to promotion, even though in some respects poorly prepared for it; yes, even though he may have actually trifled with his opportunities. For, mark the condition! Will he be profited by the advancement? Can school authorities better this condition? And can they evade it without criminality and disgrace? Yet in how many instances these principles are set at naught! With how many school committees is an iron clad empirical rule of more consequence than a pupil's good! How many bring disgrace on the graded system by making the machinery of its organization of more consequence than the service it performs."

INSTRUCTION IN SCIENCE BY EXPERIMENT.

During the past year a very important improvement has been effected in the instruction in the eighth grade. A course of lessons in the elements of physics, presented by the aid of experiments, has been successfully established. The class teachers were prepared for the work in a series of exercises conducted by principals Walthers, Hooper, Lawrence and Lau. The ground was carefully traversed, all teachers following the lead of the expositor and performing the experiments.

The results of our labors have been arranged and published in

the form of a Manual of Instruction by Experiments. Some doubts were expressed, when this work was initiated, as to the ability of the average teacher to carry out the scheme. The event has proved the teachers fully equal to the task. The work is well done, and so successfully too, that its conception and execution has won the most flattering approval from leading educators throughout the state. Since the publication of the manual above mentioned, I have received applications almost daily from superintendents and teachers for copies of the work, and from those favored with copies, the most flattering comments in return.

I earnestly hope that the Board will grant the small expenditure necessary to keep in repair and condition the equipment of apparatus already furnished.

GERMAN.

A change for the better has been made during the last year in dealing with the German instruction. For some time the opinion has been gaining ground that, so far as the children of English speaking parents were concerned, results were not quite satisfactory. A committee of the Board was appointed to look into the matter and recommend a remedy or suggest improvements. The committee did thorough work. The Board acted favorably upon the recommendations offered by it; and present indications confirm the wisdom of the changes effected. As the report of this committee presented the whole case in a clear light I think it proper to quote the same:

" To the School Board:

GENTLEMEN—The committee appointed to examine the instruc-

tion in German in our public schools and to recommend such changes as will increase the efficiency of such instruction, beg leave to report:

Your committee has given the important questions submitted to them their diligent attention, proceeding at the outset to examine carefully the instruction and results attained.

To arrive at trustworthy opinions, it was thought best to visit several of the schools and examine the work in progress. The character and result of the instruction, as thus ascertained, justify the committee in stating first in general terms, that the teaching in the German language in our schools is at present unsatisfactory in one important respect, namely, as regards the instruction of pupils whose parents do not speak German. The attainments of this class of children are below what should be expected for the time spent daily, and for the period during which pupils have pursued the study. The observations of the committee were made chiefly in the fifth grade, since it was thought that after five years' study pupils might fairly be expected to have some command of easy German speech, as well as the ability to read and interpret the matter contained in their reading lessons. The ability of pupils to satisfy the test, however, was rarely found. Many pupils could answer easy questions only in monosyllables, and then doubtingly. In one school pupils of this grade were found reading the A. B. C. Post, a task not at all below the level of their ability, and very judiciously imposed by the teacher. Some of the pupils had pursued the study only two or three years. In another school the class was doing fourth grade work, and found that quite difficult. The attainments of pupils in the same grades in different schools were quite

varying, and showed a great want of uniformity in results and methods. The difficulties and obstacles attending the instruction in the German language of children of other than German parentage are common to all schools where the attendance is nearly equally divided between children who hear the German language at home, and those who hear only English. The utmost ingenuity of the teacher, and the shrewdest economy of time and means, are not sufficient to adapt the instruction to the individual abilities of the pupils where the present disparity exists between two sets of pupils in the same class. The child who already has command of German speech from home associations, must sit, an uninstructed listener to the easy tasks adapted to the Anglo-American child, or the latter at a great disadvantage, must maintain an unequal race with his more fortunate classmate, and make the most of such fragments of the lesson as fall within his comprehension; or, the teacher, attempting to realize an almost forlorn hope, must divide the time, and give to each portion of the class but a modicum of instruction, and be satisfied with results in accordance therewith.

Here it is perhaps just to remark that the teaching of German to children to whom the task is not the home tongue, is by far a more difficult task than the instruction of German or American children in English. Instruction in the mother tongue presupposes a considerable acquisition of language power to begin with and therefore has to do with the proprieties of speech, and the development through literary tasks, of what has already an organic foundation in the child's power of language. On the other hand, in the instruction of children in a foreign tongue, there devolves upon the teacher the difficult task of building up little by little the entire

structure of speech and of so arranging and adding the materials of language, that speech may become a vital and organic part of his acquisition.

The committee are of the opinion that the obstacles to efficient instruction may be removed in part, and that, while the difficulties are unavoidable they may be overcome by proper means.

First—A better classification is required whereby pupils of equal attainments may be taught together.

Second—The time devoted to the class by the teacher should not be limited ; for instance, in large classes not less than forty minutes should be allowed.

Third—The method used in the various classes and the subject matter of the lessons should always be especially adapted to the average child in the class, and this regardless of grade limits of standing in other branches of study.

In behalf of pupils who have not the opportunity to learn German outside of school, the committee feel that the three requirements above mentioned should be faithfully met by this Board.

If these essential conditions to successful instruction are disregarded, no great improvement over present results can be expected. On the other hand, if greater elasticity is given to the system of classification in the upper grades and more oral instruction given in all grades especially, and exclusively in the lower, much good may be done and more satisfactory results obtained.

In regard to the teaching of German in the primary classes, the committee would recommend that the oral method be followed exclusively in teaching beginners in German during the first two years of instruction. A too early introduction of the reading book,

the effort to teach writing and the imposition of tasks requiring the pupil to copy what is not clearly understood, discourse and conversation and questions couched in language above the comprehension of the child, and satisfied by answers of one word from the child are characteristics of a wrong method in teaching a foreign language to beginners. They should, first of all, be well trained in speech upon a variety of easy and familiar subjects, the lessons being entirely oral and being well mastered before the book or pen is put into the pupil's hand. When it is remembered that at this time children are beginning their first lessons in reading and writing their mother tongue, and that such lessons always lie within the compass of the child's acquired speech and are even then quite difficult and slow of performance, the impropriety of beginning instruction in a foreign tongue by the use of speech, book and pen all at the same time, is at once apparent. Even after the first two years of oral instruction the oral method should still be continued. The child's attainments in speech should rank in the following order: First, a lesson in speech, the ability to use it to some extent in expressing his common wants; second, the ability to read up to the level of his oral power of language, and third, to write the same. If more time were given to oral instruction, as above suggested, it is reasonable to suppose that more rapid progress would be made in reading and writing when the pupil reached the upper grades."

In effecting the improvements suggested, the committee are of the opinion that success will hardly be obtained unless a more efficient system of supervision is established. The present lack of uniformity is, to a great extent, to be attributed to an almost entire lack of supervision. To secure the changes above recommended,

and to establish better methods of instruction, there must be wise and vigilant direction of the teachers. Although there is a nominal supervision provided for by the present rules, it is practically inoperative. The duties of teacher of German in the High School include that of supervising the instruction in German, examining the classes in the lower schools and applicants for German certificates. It is well known that the present incumbent is fully occupied in the High School, and, as assistant in that school, must first discharge the duties there assigned to him. So, while supervision is provided for according to present rules, it is required under conditions that virtually nullify the requirement.

The committee concluded its report by recommending a revision of the rules, which recommendation was adopted. By the changes thus effected in the rules, the committee on German were authorized to elect annually, or whenever a vacancy should occur, a superintendent of German, who should, under the direction of said committee and of the Superintendent of schools, exercise the following functions:

He shall examine applicants in the several branches in German required for the German teacher's certificate, shall submit to the committee at stated intervals for appointment or reappointment, the names of such certificated teachers as he deems competent to enter the service of the Board, and he shall also recommend such transfer of teachers as he thinks will secure the highest efficiency in his department of instruction. He shall devote three hours daily to regular and systematic supervision in the schools, and recommend such methods of instruction to the teachers of German, as seem calculated to produce the best results. He shall meet with said

teachers at least once a month for the purpose of discussing matters pertaining to their department, and shall call special meetings of the teachers when it seems necessary.

At the close of each school year, or as often as the Superintendent may require, he shall report the results of the instruction in his department; and when requested, he shall furnish such information appertaining to the same as the Superintendent may direct, and as he may be able to furnish.

The adoption of the plan recommended by the committee in the foregoing report has been favorable to the employment of special teachers in the district schools, to instruct the lower grades. The changes recommended as to the method of teaching beginners, have been faithfully and intelligently executed by the Superintendent of German, and it is safe to say that the results exceed the most sanguine predictions. The entire discontinuance of the system of primary instruction in German by regular class teachers, is a natural consequence, and, in my opinion, should be accomplished at once. Events prove conclusively that the new plan is more efficacious as regards the special branch in behalf of which it was adopted, and as a substitute for the old order, is also beneficial to the study of English.

It has long been the opinion of many of the principals that the change-about system, which left the class of the assistant German teacher to be instructed by other teachers, while the regular teacher was engaged in the extra duties of teaching the German language, was prejudicial to the progress of the class in those branches which became the occasional duty of now one instructor and now another. Besides this disadvantage, there was the still further obstacle to be

encountered in securing German class teachers. The supply has never been equal to the demand, and, in consequence, there followed disappointments and embarrassments which bade fair to undermine the system altogether. At present, I am justified in saying that a new interest has been aroused on the part of teachers and public, and that, without doubt, the standard of efficiency in this department of our schools has been advanced very considerably.

TEACHERS.

In reporting the condition of public education, some attention should be paid to the qualifications and character of teachers, especially as regards the new members who are called in to recruit the force from time to time, as vacancies occur. While it is highly important that teachers engaged in the schools be encouraged and stimulated by the influence of good leadership, it is of no less vital importance that every addition to the ranks be carefully examined, and enlisted only upon proof of proper qualifications. If we would raise the standard of professional skill, we must look to the character of those upon whom we confer the title of teacher. Once seated in the school room, the duty of removing an incompetent employee is so unwelcome, and is surrounded by so many disagreeable circumstances, that neither principal, commissioner, nor Superintendent, like to undertake the job. And yet, it is common and even a little fashionable for those who affect a knowledge of educational matters, to discuss the importance of what they are pleased to term the "*teacher's tenure of service.*" The real facts of the case as regards teachers' tenure of service in Milwaukee and many other cities, are simply

these: The teacher's tenure of office is more secure than service in any other occupation or profession. It is more secure than government service, than service under corporations, and it is questionable whether anything may be added to its security without destroying entirely the important incentive to effort which makes retention in service depend upon usefulness and ability. The teacher who does his duty, is fairly diligent, manages the class with ordinary skill and whose character is above reproach, need stand in no fear of politicians or the friends of politicians who desire his place for some favorite. If political influences or personal feelings enter at all into the filling of teachers' positions, they certainly have nothing to do with the position when once occupied. When the teacher is in she is in, and she is there to stay. It is not her place that people desire who have favorites to care for; it is the place after she has resigned. The teacher may be even a little bit derelict, self satisfied and pooh pooh the suggestions of her directors as regards the advance of her work—and her place is still secure. The number of removals for inefficiency when compared with the whole number of teachers, is remarkably small—so small that one of two facts explains it. Either inefficiency is extremely rare, or else it may hide itself behind intrenchments or under covers that defy discovery and rout. The fact may be stated thus: it is very much easier for an incompetent teacher to retain his or her place, than it is for commissioners to fill such place by another appointment. This is positively true, and yet we are entertained now and then in the columns of educational papers and from the lips of would-be wiseacres with platitudes about tenure of service.

During the past year some 15 resignations and vacancies occurred.*

NOTE—*This is between the date of September 1st and the end of June, and does not include the number of resignations which were announced at the end of the previous July.

Without any exceptions that I know of, these retirements were quite voluntary.

We have engaged since the close of the schools in July, '85, and previous to July, '86, 48 class teachers hitherto not employed in the city schools. This is about one-seventh of the whole number engaged. Now if this fact represents the rate of change in the personnel of our teaching force, it certainly calls for careful attention, and suggests some pertinent questions. Whence come these recruits to our ranks? Are they teachers who have had professional training and experience, or are they applicants who seek appointment and admission upon certificates showing scholarship only? What are their qualifications as scholars? Have they had anything more than an elementary training in the district schools? Have they had High School training? How many of them have attended the Normal School or State University? I have intimated before, that, once in the teaching corps, they remain until they volunteer to retire. Is this because the requirements of the teacher's place are so easily filled that out of 50 applicants prepared as above—some from the Normal School, many without any special training, some without any previous experience whatever—all have a tolerably fair chance of success, and that failure is very rare and does not occur frequently enough to permit of the Superintendent, Principal or Commissioner retiring a teacher without raising a storm in the School Board and making things decidedly unpleasant for him who dares to do his duty by pointing out inefficiency?

Of the 48 teachers engaged, we received just 21 from the Normal School in this city. Nearly all of these, in addition to other new teachers, were engaged before the first of September, previous to the

opening of the schools. Between September and June, we engaged 16 more new class teachers, some of them from outside of the city. Three held elementary certificates and Normal diplomas from the State Normal Schools; eight were certificated by passing our examination, of whom several had very little or no experience before entering the service. The number attending the quarterly examinations at this office is increasing. The way through the High School and Normal School is long. To reach the position of teacher by that route is despaired of by many a bright and ambitious girl. She is willing to attend the examinations and be disappointed once, twice, three times—and then come again. If she does not succeed this year, she feels sure that she will get a certificate next year, and that is doing better than spending three years at the High School and two at the Normal. It is an entirely practical question with many of our young people, and they and their parents reason upon it as sharp and practical people will reason. They wish to begin to teach at \$40 per month. They expect to exchange their best efforts for this money, and hope to improve by experience so that they will be worth the additional salary granted by the rules upon experience. But the question rises, should not these poorly prepared or half prepared teachers attend the Normal School? The city and state are at an immense expense to maintain an institution for the purpose of raising the standard of the schools through advancing the skill of the teacher, and yet we have evidence that less than one-half—at the present writing less than one-third—of the teachers engaged have received any professional training. There is an easier, shorter, and more direct way to appointment than through the Normal School. This, then, deserves the attention of the School

Board, and of the Board of Regents of Normal Schools. It is a question which I hesitate to offer (since it is contrary to the policy hitherto announced as being for the best interests of the school), but should not something be done to secure to these new and half-prepared teachers some Normal training? I am aware that many objections would arise to any plan or proposition. And yet, in view of the fact that we are engaging a large proportion of untrained and inexperienced teachers, including many of the pupils of the elementary course in other Normal Schools, I think the proposition deserves attention. It is all very proper to engage in encouraging remarks about the beneficial effects of Normal School training, but when after twelve years' history we are able to secure, of the number of teachers employed, not more than one-third that are trained, it is time that we turned these facts about and looked at them from the other side. It is true that if we could send our pupils from the Normal School to the University they would be better prepared for teachers, and if, after completing the University course, they might be permitted to make a study of the instruction in the various grades in the schools, they would be still better prepared, but this would be no argument—no practical reason why such a plan should be proposed or advocated. What we need now are hundreds of capable teachers to perform the duties of class assistants, and who may be obtained for the very moderate compensation of \$40 per month, beginning with that sum and advancing at the rate of \$50 per year for four or five years. Forty dollars a month to begin with! This is a very moderate salary. It is less than many young people obtain who spend a year in a business college or in special preparation for clerical work. It is less than some receive

for waiting on customers in retail stores, and yet some of us take the platforms of our public schools, and with sober unction hold up to the pupils the high aim and grand work of the teacher—which deserves so much labor, such careful preparation, all for the sum of \$40 a month to begin with. Teachers are not missionaries; they are people who engage in work for a living, and while it is true that a considerable majority are faithful, love their work, and are an honor to the city, it must not be forgotten that they follow teaching for a living. Many of them have to make great sacrifices to secure training in a Normal School; not a few of them placed themselves under obligations, which they discharge out of their earnings after engagement by the Board.

Another fact deserves attention; the salaries paid to teachers in the small towns and in the other cities of the state, are a little better for teachers of the same grade than those paid in Milwaukee during the first two years of service. Hence, in attempting to fill vacancies by calling upon qualified teachers from abroad, we are still restricted to that class of teachers who have had little or no experience in school work. It is true that by a rule of the Board experience may be granted after six months service; but the mode of applying this rule is tedious and surrounded by details that will probably nullify it. The inducements offered in the form of increased salary after six months service are not sufficiently substantial to bring in experienced and competent teachers from abroad. The rules should be so made that whenever teachers are brought in from outside cities and towns, they should be experienced—and the best that can be obtained.

The rule should not be so framed as to embarrass the superinten-

dent and commissioners to such an extent that they can make terms only with teachers who are willing to accept the lowest compensation, or employment upon almost any terms.

In speaking upon the subject of the qualifications of teachers, I must record the fact that there are persons who still believe the standard of qualification is too high; that such a standard acts as a barrier and prevents many worthy persons from entering the schools; that the standard ought to be so arranged that we can fill all vacancies without going outside of the city—that we ought to encourage home talent. These sentiments have been expressed frequently during the past year. They attract attention because they afford consolation to those whose attainments are modest and ambitions are big and bold, but they indicate a dense ignorance of the needs of the schools, and an entire want of sympathy with the best interests of public education. Lower the standard for the sake of permitting resident teachers to enter the corps, and what is the result?

You do not benefit residents, nor the resident teachers; you simply invite incompetency from abroad. Lower the standard, and teachers who fail to meet the requirements in other places will come to Milwaukee to reside, because—forsooth, certificates are more easily obtained here than elsewhere. They would flow in upon us as naturally as water finds the lower level. They would beset the principals, commissioners and all who have to do with the public schools. It is very true that lowering the standard will bring a larger number of teachers.

Let it once get out that in Milwaukee certificates are to be obtained on easier terms than in Janesville, Oshkosh, La Crosse, Beloit, Madison, etc., and what would be the result? The few

resident applicants who are now unable to pass the examination, would be brought immediately into competition with hundreds of others ; let those who imagine that the examinations should be conducted with a view to encouraging home talent, consider this view of the question. Milwaukee would become a good place for a teacher with ordinary aspirations and little talent, to settle in. All she would need to do would be to secure rooms and abide her time; she could drift into the schools through the next examination.

One thing is certain—if we are to engage the best teaching force, we must pay for it ; we cannot expect to get it on any other terms. Skill in teaching is a marketable commodity, just as skill in any other profession is. If other cities can out-bid us, or can make arrangements with greater facility for the employment of experienced teachers—if their methods of engaging teachers are free from technicalities and less entangled with formalities—then we are at a disadvantage. The present rule requires teachers to engage in the city at \$40 per month for six months previous to being granted experience. As I have before suggested, the operation of the rule is surrounded by so many formalities that very few experienced teachers will accept the conditions.

The whole question of engaging teachers resolves itself into a few simple propositions: 1st—somebody must judge of their qualifications, and that judgment should be entitled to respect until events following employment shall show it to be an error. Who shall decide what teachers are most competent to engage in the public schools ?

2d—To secure superior talent, we must pay for it. We cannot expect that Milwaukee has attractions and advantages which will

compensate the person who has spent years in preparation and study to master his art.

3d—If we would have experience or the skill which results from experience, we must be able to offer to the candidates such definite terms as will permit of no misunderstanding or disappointment.

4th—No shield should be thrown about incompetency—neither should an inefficient teacher be supported by a sentiment which pays no attention to the welfare of the class, but conceives that the only object for which the schools are managed is to support the teacher. The question of residence or non-residence is quite ulterior. What the public requires is talent and service, and the best talent—be that home talent or foreign talent. To pass judgment upon this qualification is the business of the professional teacher or educator, either previous to engagement upon proofs of scholarship obtained upon examination or diploma, or upon proofs of actual teaching. In no other profession, in no other occupation but that of teaching is there manifest such an utter indifference to this principle. In the conduct of enterprises requiring industrial art and skill—or professional knowledge—there must be a professional head somewhere;—professional directorship is needed in the various departments or divisions of work—and the judgment of the director as regards the details of the work he oversees is supposed to be trustworthy. If he is competent to direct and instruct—it is absurd to challenge his judgment of the skill or want of skill of those appointed to serve under him. If he is competent to advise—to lead—he may be trusted to select those who are most skillful.

TEACHERS' EXAMINATIONS.

Questions used at the regular examination held in this office
January 7th and 8th, 1887.

ARITHMETIC.

Time, 30 minutes.

Write analyses of the following five questions. The analyses must be full and lead logically to the conclusion or answers.

1. If the 3 cent loaf weigh 7 ounce when flour is \$3.50 per barrel, what ought it to weigh when flour is \$2.50 per barrel?
2. Two men built 27 feet of wall; how much did each build if one built four-fifths as much as the other?
3. What number is that which being doubled and increased by its three-fifths, the sum will be 52?
4. A sold B a watch for \$60 and gained 20 per cent.; afterwards B sold it and lost 20 per cent., how much did B lose more than A gained?
5. If 9 men do a job in 12 days, how many men can do one-third of it in three-fourths of the time?

Time, 1 hour, 30 minutes.

The following five questions must be answered upon separate paper and the preceding questions handed in upon their completion. Give full solutions, indicating processes by the proper signs:

6. Explain the meaning of notation, numeration, subtraction, decimal. Also of circulating decimal, factor, root, power area, surface. What is a mean proportional?
7. Demonstrate the rule for reducing common fractions to

decimals—*i. e.*, apply the principles upon which the rule is based taking for your example the reduction of $5\text{-}7$ to a decimal. Explain why the result is indeterminate. Express the exact value of $5\text{-}7$ decimally.

8. A merchant buys a bill of goods which he can have at 60-63 days' credit for \$2,850, or for \$2,800 cash. He can borrow at bank for 8 per cent., would it be better to do so? What would be the difference?

9. How much water must be added to one gallon pure alcohol to make a mixture 75 per cent. alcohol?

The specific gravity of brick being 1.9 what is the weight of 1,000 common bricks $2\text{x}4\text{x}8$? A cubic foot of water weighs about 69 pounds.

10. How many square feet in a board 14 feet long, its ends being $10\frac{1}{2}$ inches and 19 inches, respectively.

ENGLISH GRAMMAR AND COMPOSITION.

Time, 2 hours.

1. Give examples of the form of the verb "*seek*" in all the moods and in both active and passive voice, by writing a different sentence for each example.

2. What parts of speech are necessary to a complete sentence? Give examples by use in sentences of (1) redundant verb, (2) defective verb, (3) a finite verb, (4) auxiliary verb, (5) a verb in the past progressive form, (6) a verb in the past emphatic form.

3. Write the plurals of *terminus*, *ellipsis*, *formula*, *Mr.*, *Dr.*, *6*, *+*, *spoonful*, *index*, *sheaf*.

4. What are the rules for the construction of the following sentence as regards the form of nouns used therein: "The train will arrive at Milwaukee, Wednesday morning at the usual time—twenty minutes after nine o'clock."

5. Analyze the following: "I learned from Macaulay never to be afraid of using the same word or name over and over again, if by that means anything could be added to clearness and force."

Parse the italicised words in the following:

"Instantly

She left her chamber, *robed* and veiled in *white*,
And shedding tender tears; *yet* not alone,
For with her went two *maidens*—*Æthra*, *child*
 Of Pitheus, and the large-eyed Clymene."

7. Contract the following sentences into a single sentence by using proper connectives and changing the construction so that the thought is logically, clearly and fully expressed:

"My grandfather Titbottom called me into his presence. I was a mere child. He said he should soon be gone. He wanted to leave with me some memento of his love. These spectacles are valuable. He knew of nothing more valuable. Your grandmother brought them from her native island. She arrived here one summer morning long ago."

8. Give examples in sentences of adverbial and adjective clauses, and parse the connectives joining the clauses to the principal part of the sentence.

9 and 10. Reproduce in written composition and from memory, as far as you can, the substance of a selection to be read by the examiner.

THEORY AND ART OF TEACHING.

Time, 2 hours.

1 and 2. Distinguish between the following, (a) meaning of a word, (b) definition of a word, (c) definition of a term, (d) axiom, (e) principle, (f) fact, (g) law.

3 and 4. Develop or present in proper order the subject decimal fractions.

5 and 6. How should grammar or the principles of grammar be taught in order to improve the pupil's use of language: That is, in order to attain the end professed by teaching and learning grammar, namely, to teach correct usage and habits of speech.

7. Name some of the results attainable in improving the moral character of the pupil through the ordinary avocations of the school room.

8. What is classification as recognized in the various subjects taught in the elementary schools; and what valuable effect results from attention to classification in presenting new facts to learners?

9. What precautions are worthy of consideration by the teacher before resort to punishment? What is the aim and purpose of penalties or punishments in the school room?

10. Is it wise to apply the maxim in the school room, that every offense must have its penalty?

When penalties are announced in connection with certain offenses or as a consequence of the same, what principles or considerations should govern the teacher? What precautions should she take before announcing rules which attach punishment to their infraction? What precautions before executing the penalty?

CONSTITUTIONS.

Time, one hour and a quarter.

1. What political privileges and rights enjoyed and exercised by male citizens of the United States over 21 years of age are also allowed to foreigners who have resided in the state one year?

2. (a) What actions of the House of Representatives or of the Senate may take effect without the approval of the President?

(b) What action of these houses must have either the President's concurrence, or must be passed by a two-thirds majority before the same actions shall take effect?

3. (a) What fact or facts determine the number of Presidential electors to which each state is entitled?

(b) In what ways or under what circumstances may a President be legally elected and yet not receive a majority of all the popular votes cast in the election?

4. Define treason according to the Constitution.

5. (a) Describe what two ways there are of proposing amendments to the Federal Constitution.

(b) How are proposed amendments to the state constitution brought before the people for their action?

6. Describe briefly the executive, legislative and judicial departments of government as recognized and provided for in city government, taking for example the city government of Milwaukee.

7. Describe the state legislature.

(a) How composed.

(b) Number of members.

(c) Term of office.

(d) Remuneration.

8. Explain the purpose and effect of the following: "No person shall be deemed to have lost his residence in this state, by reason of his absence on business of the United States, or of this state."

9. What United States officers are employed in the discharge of official duties in this city? Name them by official titles.

10. What does the state constitution say about distinctions between resident aliens and citizens in reference to the possession, enjoyment, or descent of property?

PENMANSHIP.

Time, one hour.

1. Give explicit and full directions for the manner of holding the pen—for the position of the limbs, and body.

2. If you were at liberty to follow your own method of teaching writing to a beginner coming first to you for instruction, and with the understanding that you were to teach him writing for three years, what plan would you adopt and what results could you produce in the time mentioned? An average child seven years of age is assumed as the subject of your efforts.

3. What is the practical value of the blackboard as a means and instrument in teaching writing?

4. Can copy-books or script copies be profitably dispensed with in teaching writing? and what is the specific value of the copy-book or script copies in training in penmanship?

5. Write the classes of capitals according to analogy or similitude of form and formation.

6. In the same manner classify the small letters.

7. Explain or point out the relations or similitudes upon which your classification of letters is based in both (6) and (7).

8, 9 and 10. Write a specimen of your penmanship of not less than ten lines.

GEOGRAPHY.

Time, one and one-half hour.

1. Give precise and descriptive boundaries of the United States.

2 and 3. Name the natural productions of the United States, in connection with the localities where they are produced or found—
(a) Vegetable, (b) Mineral Products.

4. Name contiguous states and territories stretching westward across the continent from any one of the Atlantic States.

5. Describe the District of Columbia. (a) Size or extent. (b) Boundaries. (c) Government.

6. Locate the following, and tell important facts in connection with each: (a) Macon; (b) New Orleans; (c) Philadelphia; (d) Ashland; (e) Montana; (f) Brule River.

7. Name the principal cities of the German Empire.

8. Describe the Nile. (a) Source. (b) Extent and character of counties through which it flows. (c) Peculiarities and characteristics of the stream. (d) Effect of the river on adjacent territories.

9 and 10. What powers rule the various parts of Asia? Describe their government briefly and mention facts of importance in regard to their products and with respect to other nations of the world.

HISTORY OF THE UNITED STATES.

1. Explain how the French and Indian war came about, and

how it was settled ; that is, what concessions were made or advantages gained by the participants ?

2. What was the nature of the resistance first offered by the colonies to the taxing acts of the British Parliament ?

3. What were the boundaries of the United States as fixed by the treaty of peace made at the close of the Revolution in 1783 ?

4. Why, and in what important respects, were the Articles of Confederation ineffective and even worthless after independence was gained ?

5. What party obtained control of the government upon the election of Washington, and by what party and principles was it opposed and finally defeated ?

6. Explain briefly the presidential contest in 1800, (a) How was the president elected ? (b) Who was he, and what were the political principles he represented ? (c) Who was his opponent ? Was his opponent elected ? *if so*, to what office, and how elected ?

7. What was gained by the United States in the war of 1812 ?

8. Write a condensed narrative of the events of President Jackson's time, and which occurred during his administration.

9. What were the professed doctrines of Lincoln and the Republican party in reference to the question of slavery and the government ?

10. Describe briefly our relations with Great Britain during the Rebellion. What was her attitude toward the belligerents ; and how is her policy to be judged by the events which have followed ?

PHYSIOLOGY.

1. Describe the process by which the blood is purified in respiration.
2. What other processes are there in the human system for purification of the blood? describe them.
3. Name the organs of voice. Name the particular parts of the vocal apparatus on which the production of vocal sounds depend—upon which the production of the consonant sounds depend. What do you understand by the terms “elimination” and “absorption” as applied to various processes in the body? Give examples of each.
4. What is the physiology of a “cold?” That is to say, what causes it? What is the condition of the system which gives rise to the unpleasant accompaniments of colds? Why are colds more frequent in winter than in summer?
5. What is the effect of alcoholic stimulants upon the system? and what is the effect of narcotic stimulants upon the human system?
6. Show by describing some simple experiments, that pure alcohol (or alcohol of from 50 to 75 per cent.,) is injurious to the tissues of the human body. What effect does it have upon the nerve tissue?
7. Compare and contrast the arterial system with the venous system, under the following heads: structure, size, valves, situation (near the surface or deep seated).
8. Why are certain bones hollow? some solid but spongy, others hard but flat? Name examples to verify your reasons.

Candidates for assistants' trial certificates are required to obtain an average of 80 per cent. in these studies, the standing in no sub-

ject being below 70. In case that the candidate has the required average, and is not below 65 in one subject, but is below 70, a re-examination on that subject may be allowed according to the rules. Without mentioning names, the following is the record of the standing of applicants at the examination referred to :

Number of applicant.	Arithmetic.	English Grammar.	Reading.	Pennmanship.	U. S. History.	Geography.	Constitution.	Theory and art of teaching.	Physiology.	Average.
1	82	95	84	76	98	93	95	84	88	88%
2	41	.....	80	.....	.....	.....	.....	.....	.....	.....
3	83	79	82	70	87	88	76	72	73	78 8-9
4	16	.....	60	.....	.....	.....	.....	.....	.....	.....
5	72	82	85	58	80	.....	67	73	64	.....
6	39	.....	85	.....	.....	.....	.....	.....	.....	.....
7	41	.....	65	.....	.....	.....	.....	.....	.....	.....
8	24	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	3	.....	70	.....	.....	.....	.....	.....	.....	.....
10	14	.....	.....	.....	.....	.....	.....	.....	.....	.....
11	65	87	80	.....	81	.....	.....	.....	44	.....
12	45	.....	70	.....	.....	.....	.....	.....	.....	.....
13	*	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	52	.....	84	.....	.....	.....	.....	.....	.....	.....
15	18	.....	.....	.....	.....	.....	.....	.....	.....	.....
16	29	.....	72	.....	.....	.....	.....	.....	.....	.....
17	58	.....	90	.....	.....	.....	.....	.....	.....	.....

*Withdrew.

DAY SCHOOL FOR DEAF-MUTES.

In September, 1885, the Mayor and Common Council of this city applied to the State Superintendent of Public Instruction for permission to open and conduct a day-school for deaf mutes, in accord-

ance with Chapter 315, Laws of Wisconsin. Permission was granted and notice of the same was sent by the City Clerk to the School Board, which body had already expressed itself in favor of supporting such a school and had also memorialized the Legislature in 1882 for the passage of a bill empowering cities and towns to manage and direct the education of the deaf in day schools. Accordingly, a committee was appointed to draw rules for the managing of the school, and a principal and two assistant teachers were employed. Previous to this action of the School Board, a day school for deaf children was conducted under the auspices of the Wisconsin Phonological Institute, and during the past year this society had been granted the use of a room in the school building on Prairie and 7th St. The school, hitherto supported by the benevolent society above mentioned, thus came under the management of the School Board, and became a part of the general system under control of that body.

Twenty-six pupils have been enrolled during the past year. Two teachers and a principal have been employed. It has been found necessary to divide the school room assigned to the instruction of deaf mutes into three departments or class rooms, since the number of pupils instructed by a teacher must necessarily be small as compared with the number taught by the teachers of hearing children. The course of instruction followed in this school corresponds as far as practicable with that in the elementary schools, from the first to the eighth grade—allowance, however, being made for the time necessary in the training of the child in articulate speech and lip-reading. The instruction of classes, especially in the lower grades, consists in the training of the vocal organs. Pupils follow the

simple lessons after the oral method, engaging in exercises in number, reading, writing and language. A steady increase in the attendance is manifest, and the necessity of additional room will soon call for action of the School Board and the Board of Aldermen. Below is a copy of the course of instruction, and subjoined a brief report of the principal on the condition of the school :

To Supt. Wm. E. Anderson :

At your request, I herewith submit a statement of the condition of the Day School for Deaf Mutes, together with information as to course of study and manner of conducting the instruction in this school :

There are about one hundred and twenty deaf mutes in the city of Milwaukee. The general ratio is that of one deaf mute to every fifteen hundred inhabitants. I am inclined to believe that in Milwaukee the ratio is a little higher, and the reason for this may be found in the fact that, aside from the common causes of deafness, such as measles, scarlet fever and kindred diseases, another potent agent for deafness exists in catarrh, a disease so prevalent among our community. Of these one hundred and twenty deaf mutes, about seventy are of school age. Thirty-five of these are in the Milwaukee Day School for the Deaf, eleven at the State Institution at Delavan, the remainder at the St. Francis Institution for the Deaf and at the German Lutheran Institution at Norris, Mich. About ten of those of school age are still at home, being as yet mentally and physically too immature to attend school. It is very difficult to ascertain accurately the number of deaf mutes in the city, owing to a pardonable diffidence on the part of some parents to acknowledge their deaf child as such to the officials entrusted with taking the annual census. Parents are often loath to send their child away from home in order to obtain an education, and fear that the knowledge of its infirmity will compel them to do so. This obstacle to the education of the deaf has been obviated in our city by the establishment of the day school, which, after the adoption by the Board of School Commissioners of the former private school as a public school in 1885, has more than doubled its number of pupils. The day school, under the auspices of the Wisconsin Phonological Institute, was opened in the public school building corner Seventh

and Prairie streets, in October, 1883, with eight pupils; in the following year two pupils were added. In accordance with an act of the legislature the school was accepted by the city government and opened as a public school in September, 1885, and the number of pupils increased to twenty-six. The method employed in the school, while under the management of the Wisconsin Phonological Institute, suffered no change when it passed into the hands of the School Board. All instruction had been given according to the oral method, and the work went on without change or interruption. The pupils were divided into grades according to their proficiency in speaking and scholarship. In conformity with this the school has now three grades. The first grade contains those who entered in the fall of 1886, and the pupils who entered upon their third year in September, 1885, form the third grade.

The course of study adopted is similar to that of the schools for hearing children, with such modifications as are required to meet the special demands of this school. The first two years are especially employed in giving the pupils speech and lip reading. These are the factors by means of which the problem of education is to be solved for them. The more proficient a class has become in speech and lip-reading, the more rapidly will the instruction in the common school branches progress. These important acquirements, speech and lip-reading, are in their quality and quantity largely dependent upon the intellectual abilities of the pupil and the aid he receives at home.

The work of the first grade during the past year consisted of training the organs of speech; the vowels and consonants are taught, followed by easy words, those being selected for this purpose which are of the most practical value to the child. This and lip-reading is taught by means of pictures and objects. Objects are preferred, and only where they cannot be procured are pictures used. A small museum, which is constantly being enlarged, has been created for this purpose. The pupils learn to read, write and spell the words. Spelling is not taught as a separate branch. Dictation exercises are employed for that purpose, in which the pupil reads the words from the lips of the teacher. Thus the teaching of each word requires the speaking of the word, understanding its meaning, ability to read it from the lips of others and writing the word, which latter includes the correct spelling. Phonetic spelling is used as a means to train the organs of speech. The names of the letters are taught in later years. The eye of the pupil, that sense, which to him has to take the place of hearing, is further trained by kindergarten work in the form of splints, and by drawing, by means of which he learns to imitate figures representing useful and ornamental things. Among the words learned during the first year are those which represent articles of food, the names of objects used at the table, *knife, fork, cup, etc.*

These the pupils use at home as soon as able, thus making the instruction of the school of practical value as early as possible. Small sentences with the use of a few practical verbs, such as *give, show, bring, can, have, get, do, etc.*, have been practiced, and the pupils speak them, read them from the lips and are able to write them. In composition they make use of pictures and objects, giving brief descriptions of the things seen. The class has learned to count from 1 to 10 and to know the individual value of the numbers.

The second grade continued the work of the first, enlarging upon it in regard to vocabulary and use of language. The names of the days of the week and the names of the months were taught, and by means of these the idea of present, past and future time is given. The use of the participial form is taught, which, on account of the difficulty it presents to the deaf, owing to the end-syllable *ing*, can not be attempted before the second year.

In mental and written arithmetic the four fundamental rules were practiced from 1-20.

The reading exercises comprised the first half of Harvey's First Reader. The reading lessons serve for oral and written exercises, the latter consisting of composition and dictation. Material for composition exercises is also furnished by pictures and objects.

The third grade finished Harvey's First Reader. All the lessons have been used as language and composition exercises, both oral and written. Geography commenced at the beginning of the year, treated of the form of the earth, directions of the compass, divisions of land and water, parallels and meridians, the zones, their climate, plants and animals. In arithmetic the four fundamental processes up to 10,000 were practiced.

In the study of penmanship, Spencerian Copy Book No. 2 has been used. The exercises in language comprised the first and second grade work of Bright's Graded Instruction in English. As a great part of the work laid out for the two grades consists of correction of faulty grammar, this could be omitted, as the pupils have this advantage over the hearing child, their language can not be corrupted by the ungrammatical speech of others, at least not at so early a stage of their instruction.

For exercises in composition objects in the school room, descriptions of the four seasons, and pictures were used. Short letters of friendship were written.

Drawing and moulding has been carried on under the supervision of Superintendent Harrison. Good results have been shown in both. Drawing is an important study for our pupils, as it prepares them for such professions for which their infirmity does not unfit them, and which insure a pleasant and remunerative way of earning a livelihood.

The location of the school in a building occupied by hearing children is of benefit to our pupils, especially to the smaller ones. They meet on the play ground, and this mingling with hearing children, no doubt, aids in destroying a great deal of that shyness with which the deaf child is wont to look upon the hearing. They have here occasion to play together and to meet upon a basis of equality. The larger pupils have but little share in this, as the hearing classes range from the first to the third grade only, and consequently no playmates of their advanced age are found among them.

The acquirements of the pupils, after they have passed through eight or nine years of instruction, will necessarily be of different degrees. With some the attainments in speaking, lip-reading and general knowledge will be higher than with others. But all who have finished a full course will be, in some measure, fitted for the practical duties of life. Even the poorest scholar will be able to make his wants known in spoken language, and will be able to read the spoken words of those with whom he associates. A boy, for instance, being apprenticed to work in a shop, would be able to communicate with his fellow workmen in regard to the daily routine of the work, although he would encounter difficulties when meeting with a stranger, or in conversation upon a subject with which he is not very familiar.

There will be others who will greatly excel, and who will be able to communicate more freely with all with whom they may come in contact, and from present appearances there will be some, in whom their defect will but little impede their chances for a useful and successful life. But all will carry with them into the future the possibilities of self-instruction, the true aim of all school education.

Respectfully submitted,

PAUL BINNER,

Principal of Day School for Deaf Mutes.

*HIGH SCHOOL.

The close of the year 1886 finds this institution in a prosperous condition. The old building has given place to a new and thoroughly modern structure, complete in its arrangements and appointments and admirably adapted to the purposes of a High School. The attendance has been maintained, and, if anything, has

*Note. Written since Dec. 30th, '86.

advanced in proportion to the annual growth of the school. The prospect of entering the new building and there profiting by facilities hitherto unsupplied for secondary instruction in this city, encouraged the teachers and pupils to endure cheerfully those inconveniences which temporary quarters render unavoidable—and this, with the tact and excellent management of the principal, has preserved the organization and discipline of the school, and has enabled it to reassemble on the old site in full numbers and well advanced in the year's work. The courses of instruction are adapted to all who wish to advance beyond the district schools. As a preparation for teaching or for the study of a profession—for the Normal School, the college or for business, the High School has unsurpassed facilities. Its teachers are scholarly and skilled, each line of study is carefully provided for, and it is not too much to say that the institution as now conducted is surpassed in few, if any, cities in the country. If the school needs strengthening in any particular department of work, I would suggest that more attention be paid to the matter of drawing. While the course of instruction and the plan of work under this head is good, we do not make the most of it. The superintendent of drawing is required to take the classes in this subject, and as he must necessarily devote the larger part of his time to the lower classes of the district and primary schools, he can give but little attention to pupils in the High School. In this institution we ought to have at least three hours a day devoted to the subject of drawing, conducted by a competent teacher; and one third of the pupils should be enrolled in the drawing classes. A large and complete equipment,—models, easels, material repositories, etc., should be provided, and the training should embrace free hand

drawing, design, geometrical perspective, and something more than the *elements* of mechanical drawing.

The increase in the corps of teachers which the enlargement of the school and its rapidly growing enrollment seems to demand, may best be made in this direction. The department of chemistry and physics, with two laboratories and an extensive amount of apparatus, requires the whole time and labor of Mr. Rogers, teacher of science. He should be relieved of occasional service in teaching mathematics, and that subject assigned to some one who can take charge of the drawing, and, if practicable, assist in the laboratories.

EVENING SCHOOLS.

The evening schools are not successful in some respects and according to certain criteria. They have lost the support of some who were once advocates, disappointed the expectations of others and given the few opponents to the system a favorable opportunity to renew their opposition with the customary "I told you so."

The principal fact educed against the continuance of evening schools is the inconstant and irregular attendance and the frequent withdrawals, which are offset by the accession of new members. It appears from a study of the records that only a minority of the number admitted maintained their connection with these schools ; though this minority are constant in membership, they are not regular in attendance. This is the ground upon which the efficiency or value of the evening schools is disputed. The evil seems almost irremediable. The apparent failure of the system is experienced in other cities, the same want of confidence in their efficiency or value is

expressed and the same objections to continuing them repeated. It is certain that failure, if they have failed, is not to be attributed to a want of sympathy and support in the School Board. The committee appointed to look to the management of these schools have been studious of their welfare, and have faithfully planned to remedy the defects of fluctuating attendance and membership. The question of economy, also, has not been overlooked, and to this end frequent reports have been exacted, so that while the teaching force has been kept up to secure efficiency of instruction in all classes, the number of teachers has been diminished whenever economy suggested that it could be without injury to the welfare of the schools. Since adverse judgment has gone so far as to suggest the entire discontinuance of the schools, and since there exists a want of confidence in their value, amounting almost to positive opposition, it is time for a reconsideration of the case.

In the first place, have we been trying these schools by a fair test or standard of their usefulness to the community as compared with their cost? It is pardonable, I hope, to suggest that we have tried them by measures of value that are not altogether justly applicable; that we have been looking for such proofs of efficiency as are exhibited in the ordinary accomplishment of day schools. A regular and constant attendance of more than a third of the number enrolled is not to be expected in the light of experience. Shall we therefore say that the cost of evening schools as compared with results warrants their discontinuance? Five thousand dollars is not a large amount as compared with the sum total of expenditures for public education (day schooling) in this city. It is about one-third of a year's support of the High School at present cost of tuition per

capita on five hundred pupils. It is the average annual salary paid to ten assistant teachers,—about half of the average amount paid teachers' salaries in one district school. It is about one-fifth of the cost of maintaining the public library and about one-half of the expense of supporting the museum. Reckoned on one-third of the enrollment, supposing that fraction to indicate the extent to which attendants are benefited, the cost per capita is $6\frac{2}{3}\%$ dollars for thirty-six nights' attendance—less than 18c per night. Supposing that the benefits to the other two-thirds and to the community are nothing, this is not a large beneficence, viewed even in a charitable light. These figures suggest a reconsideration of the worth of evening schools and call for a more generous and liberal estimate of their usefulness. No one thinks of basing his argument for the support of a public park upon the per capita cost of the number who stroll its avenues or enjoy its shade. Neither would the fact that but an insignificant fraction of the population could visit it during the year be counted a strong argument against the expense of maintaining such a public luxury.

In providing for public safety, comforts, luxuries or education, we recognize that a large population has various needs and that while one man enjoys a boulevard to drive upon created at public expense, another would like a book, another a few evenings during the winter to mend his arithmetic or improve his knowledge of spoken and written English. One young man can attend the High School during the year at public expense and another by stress of circumstances would fain profit by a few evenings' instruction in drawing, which he has found out is a very desirable accomplishment for a would-be mechanic.

Viewed in this light, the evening schools have a right and ought to stand. They are valuable and desirable, and useful to large numbers of the community. Men and boys, and girls too, who work hard six days a week, who have no use for boulevards or parks, whose life is laborious and matter of fact, expect no luxuries or pleasures at public expense. But they have a higher claim than that suggested. The evening school for them is not a special and peculiar benefit, even if it is conceded on the ground that there are various public needs in a large community which, though not common or felt by all, may be legitimately supplied at public expense.

The necessity, expediency, or duty of providing for this or that department of education is not to be estimated upon the narrow standard applied to questions of public convenience or pleasure. The education of the people is a public duty which is of vastly more concern than any other provision for the material advantage of this or that class of the community. Because the High School reaches but a minority that is no reason for its discontinuance. Because all children do not pursue the study of German, that is no argument for its discontinuance. Because over eleven thousand children attend private schools, that is not a fact to justify the limitation of school appropriations or advantages in public schools. Because two thirds of the children leave the public school at the end of the sixth year, that is no good ground upon which to oppose the improvement and the extension of the opportunities afforded in grades beyond the sixth. Because a fraction of the population—an inconsiderable number—manage to turn out twenty nights a year to glean a few sheaves in the rich educational harvest provided for all classes, that

is not sufficient reason to justify an abandonment of evening schools. This is a fair and rational conclusion, deducible from the grounds upon which evening schools have been judged, and yet they have been condemned and found to be unworthy of further support upon these very grounds. Upon broader grounds—upon the fact that evening schools represent a peculiar educational need of a portion of the people, such schools ought to be permanently provided for. They should be tested upon other standards than those based upon the attendance in day schools or colleges. Though the expense is but a small and insignificant fraction of the aggregate expenditure for educational purposes, these schools are an important means of reaching a class of people whom we cannot reach by educational influences in any other way. I am therefore not in favor of discontinuing the evening schools.

CONCLUSION.

The usual statistics of this report will be found immediately following these remarks, and appended is also a catalogue of the teachers' library, which seemed desirable as no list of books has been published for several years.

In conclusion I desire to renew my acknowledgements of the kindness and sympathy extended by the Board. The confidence and support of school commissioners and teachers is thankfully appreciated.

Very respectfully submitted,

WM. E. ANDERSON,

Superintendent of Schools.

IN MEMORIAM OF PRINCIPAL

Charles E. Spinney.

To the School Board:

GENTLEMEN:—I would respectfully beg your indulgence for a few moments while I revert to an event which cannot fail to arouse a melancholy interest and touch the chords of sympathy and grief in the hearts of all engaged in public education in this city.

Since this Board last assembled, the hand of death has stricken from your roll of teachers one of the brightest names—a name familiar to every member of this Board and associated in the minds of hundreds of our citizens with the most eminent qualities of manhood and the most superb characteristics of the teacher.

It is always easy to speak well of the dead, for the impulses of our better nature when moved by sympathy and grief find prompt expression in words of eulogy and affection. But in alluding to the departure of Principal Spinney, the mantle of charity may remain folded; his life and character need no euphonistic tribute to draw attention to his virtues and divert remembrance from his faults.

He was a plain, simple, earnest, honest school teacher, whose word and act went hand in hand, whose speech and purpose ran together in thoughtful harmony. No double voice chimed in his friendly counsel, but sweet consistency and truth kept measure with his thoughts. His intercourse was characterized by modest sincerity, and while his convictions were strong, they were always expressed with considerate fairness against the opinion of others. His natural

aversion to error made him wisely conservative ; but once seeing a clear plan with reasonable promise of improvement in it, he pushed reform to successful achievement. Mr. Spinney brought to the service of the Board and the public a mind and character singularly adapted to the work of teaching. Consistent, persevering, diligent, scholarly, he made his whole existence a tribute to his art. Practical education with him was the single and sacred aim of life. No task was too laborious, no day too long to exhaust his patience, or dull his sense of duty. With his enthusiasm and devotion there was no room in life for a second ambition, for all his ideals surrounded the one altar, and at this he worshipped ; toward this his thoughts, his heart were always turned. That altar was his school.

To Mr. Spinney, his school was everything and it was here that the most substantial evidence of his worth as a teacher were manifested. In all the details of its management there were seen his own personal characteristics, order, system, thoroughness, diligence, and behind all, a practical eye discerned these as not the ends but the signs of that energy which only the true educator, the model teacher can arouse.

A true knight of civilization, he died in his armor. His last lucid thoughts and speech still followed the ruling impulses of his life, and till death had sealed his lips and grasped his hand, he still "taught school."

Respectfully submitted,

WM. E. ANDERSON,

Superintendent of Schools.

IN MEMORIAM OF PRINCIPAL

Louis Hillmantel.

To the School Board:

GENTLEMEN:—I regard it as my duty to this Board, to the teachers of the public schools, to those interested in the cause of public education in this city, and lastly, as due to relatives and friends of the lamented Mr. Louis Hillmantel, that I embrace the first occasion upon the assembling of this body to pay some slight tribute to the memory of Milwaukee's pioneer teacher. Without dwelling upon the sad particulars of Mr. Hillmantel's sickness and death, the details of which are by this time familiar to all, I would like to revert to those features of the work and character of our lamented associate which have distinguished him as a man and teacher.

Many thousands of the youth of our city have passed their school days directly under his watchful care and profited by the rare thoroughness of his instruction. Indeed, I believe it is highly probable that no other Wisconsin teacher, living or dead, has directly influenced by personal contact, example and instruction, so many of the present generation as this veteran principal of the Ninth District School. For more than a quarter of a century he maintained his post, the foremost, firmest and most vigilant sentinel of the educational line, unwearied in watchfulness, invincible in action thorough and painstaking in the highest degree. His indomitable spirit in sickness and health never quailed or flagged in the performance of

duty. No man knew better than he the high responsibilities of a teacher and none could be more earnest, serious and vigorous in exacting from himself as well as others, the full measure of effort and labor in meeting those responsibilities.

Mr. Hillmantel found little time in the busy field of practical school teaching, with over a thousand pupils claiming his personal care and direction, to speculate or theorize upon education. The ever present thought with him was, what is best to do for these children as I find them, in the brief time I can keep them, and with the facilities at my disposal. Knowing the innermost secrets and realizing the difficulties of thorough training, he distrusted the professions of innovators and reformers who would introduce short cuts or mitigate the vigors of earnest effort in the school room.

As he was outspoken and fearless himself in the expression of his convictions, he could tolerate no duplicity in others, and never softened his reprehension to the ears of a deceiver. In the morals of his pupils he set truth above everything else, and labor next. To hate falsehood, to achieve by honest effort and labor, to love and honor learning, to respect superiors and obey the mandates of law and order—these were the chief requirements of his code of school conduct.

Mr. Hillmantel loved his profession and labored in it indefatigably. Even when his physical strength declined and his failing health indicated all too plainly that his end was near, he still cherished the same devotion to his school and evinced his ruling passion strong in death.

Nothing could be more heroic or devoted than the hope to which he clung, that he must still live and labor for the cause of education.

I am sure that I voice the sentiments of this Board and his fellow-teachers, and all who knew him intimately, that for his indefatigable zeal and the self-sacrificing labors he performed in the world of education in this city, the memory of the late Mr. Hillmantel deserves to be cherished and the records of his labors preserved as one of the most important chapters in the history of public education in Milwaukee.

WM. E. ANDERSON,

Superintendent of Schools.

TEACHERS' LIBRARY.

Some three years have elapsed since a catalogue of the teachers' library was published. In the meantime many valuable works have been placed upon the shelves, and though available for the use of all teachers engaged in the public schools, there has been less call for such books than might be expected. To bring these new and valuable works to the attention of teachers and to encourage professional reading and study, an entirely new list has been prepared for publication in this report. At present the library contains 877 volumes. While a considerable number of these works are especially professional, treating of methods of instruction and the history and science of education, the library also contains very many valuable aids to school room work. For the greater part, the miscellaneous works consist of books on travel, geography, science and history, in which teachers may find much that is valuable and useful to enable them to supplement the daily lessons in school with fresh and interesting knowledge.

It is hoped that the appended catalogue will assist in maintaining and increasing the interest of teachers in the library, and that they will continue to make use freely and frequently of the valuable contributions to their art which the library contains.

CATALOGUE

—OF THE—

TEACHERS' LIBRARY

—OF THE—

MILWAUKEE PUBLIC SCHOOLS.

A. REFERENCE.

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ANTIQUITIES. Anthon, C. A dictionary of Greek and Roman antiquities	16
ARCHITECTURE. Ferguson, Jas. History of architecture in all countries.....	102-103
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ATLAS. Black, A. and C. General atlas of the world. 1873.	77
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STATISTICAL TABLES

ACCOMPANYING SUPERINTENDENT'S REPORT.

STATISTICAL REPORT.

SUMMARY OF STATISTICS.

I. POPULATION.

	1884-1885.	1885-1886.
Population of the city.....	158,509	*171,000
Total number of school age, according to		
school census.....	52,248	55,221
Number between 4 and 7 years of age..	11,587	11,864
Number between 7 and 15 years of age.	27,251	28,887
Number between 15 and 20 years of age	13,410	14,470

II. SCHOOL BUILDINGS.

	1884-1885.	1885-1886.
Total number of school buildings occupied..	28	29
Number of school buildings owned by		
the city.....	28	29
Total number of class rooms.....	267	300
Number of class rooms used.....	264	285
Total number of buildings with halls.....	9	11

*Estimated.

III. SCHOOLS.

	1884-1885.	1885-1886
Total number of school districts.....	14	15
Total number of schools.....	29	30
High School.....	1	1
Normal Department.....	1	
District Schools.....	14	15
Primary Schools.....	8	10
Branch Schools.....	5	3
School for Deaf Mutes.....		1

IV. PUPILS.

	1884-1885.	1885-1886.
Whole number of different pupils enrolled in		
all the schools	21,846	22,598
High School	260	368
Normal Department.....	22	
District Schools.....	14,833	15,518
Primary Schools.....	5,452	5,999
Branch Schools.....	1,279	687
School for Deaf Mutes.....		26
Average number enrolled.....	15,759	16,615
High School.....	241	330
Normal Department.....	22	
District Schools.....	10,855	11,572
Primary Schools.....	3,723	4,262
Branch Schools.....	918	426
School for Deaf Mutes.....		25

	1884-1885.	1885-1886.
Average daily attendance.....	14,193	15,127
High School.....	232	318
Normal Department.....	21	
District Schools.....	9,749	10,518
Primary Schools.....	3,380	3,900
Branch Schools.....	813	368
School for Deaf Mutes.....		23

Whole number of pupils remaining in school

at the close of the school year....	15,643	16 508
High School.....	213	294
Normal Department.....	21	
District Schools.....	10,500	11,229
Primary Schools.....	3,958	4,512
Branch Schools.....	951	447
School for Deaf Mutes...		26

Number of pupils enrolled in all the schools at the several school ages :

Ages.	Number Enrolled.		Per Cent. of Whole Number Enrolled.	
	1884-85.	1884-85.	1885-86.	1884-85.
Between 4 and 7 years....	Boys, 3,000	3,182		
	Girls, 3,126	2,998		
	—6,126	—6,180	28	27
Between 7 and 15 years...	Boys, 7,874	8,158		
	Girls, 7,169	7,511		
	—15,043	—15,669	69	70
Between 15 and 20 years..	Boys, 285	338		
	Girls, 392	411		
	—677	—749	03	03

Average number of pupils enrolled in each of the several grades :

	Average No. Enrolled.		Per Cent. of Average No. of Pupils Enroll'd.	
	1884-85.	1885-86.	1884-85.	1885-86.
Kindergartens	660	945	4	6
First Grade.....	5,823	5,777	37	35
Second Grade.....	2,358	2,552	15	16
Third Grade.....	2,295	2,280	15	14
Fourth Grade.....	1,713	1,730	11	11
Fifth Grade.....	1,168	1,290	7	8
Sixth Grade.....	756	851	5	5
Seventh Grade.....	594	518	4	3
Eighth Grade.....	314	363	2	2

Per cent. of average daily attendance on average number enrolled :

	1884-85.	1885-86.
High School.....	96	97
District Schools.....	90	91
Primary Schools.....	91	92
Branch Schools.....	89	86
School for Deaf Mutes.....		92

V. EVENING SCHOOLS.

Whole number of schools.....	17
Number of schools for males.....	11
Number of schools for females.....	6
Whole number of evenings schools were in session :	
Male schools	33
Female schools	22
Whole number of pupils enrolled.....	2,022
Whole number enrolled in male schools.....	1,679

Whole number enrolled in female schools	343
Average number of teachers employed.....	56
Average number of teachers employed in male schools	43
Average number of teachers employed in female schools....	13
Average cost per pupil for the term including tuition and care of buildings.....	\$2 09

VI. COST OF SCHOOLS.

Cost of schools per pupil for the school year :

For supervision and management :

	1884-85.	1885-86.
Upon whole number of different pupils enrolled.....	24 cents.	23 cents
Upon average number enrolled.....	33 cents.	31 cents
Upon average daily attendance	37 cents.	34 cents

For tuition alone :

Upon whole number of different pupils enrolled	\$ 9 66	\$10 17
Upon average number enrolled.....	13 39	13 83
Upon average daily attendance.....	14 86	15 19

For incidentals:

	1884-85.	1885-86.
Upon whole number of different pupils		
enrolled	\$ 1 87	1 71
Upon average number enrolled.....	2 59	2 32
Upon average daily attendance	2 88	2 55

For all expenses :

Upon whole number of different pupils		
enrolled	\$11 76	12 11
Upon average number enrolled.....	16 31	16 47
Upon average daily attendance	18 11	18 08

TABLE 1.

SHOWING THE WHOLE NUMBER AND THE SEX OF PUPILS ENROLLED IN EACH OF THE PUBLIC SCHOOLS, FOR THE SCHOOL YEAR 1885-86.

SCHOOLS.	BOYS.				GIRLS.				Number of Boys and Girls Enrolled.
	No. Enrolled between the ages of 4 and 7.	No. Enrolled between the ages of 7 and 15	No. Enrolled between the ages of 15 and 20.	Total No. Boys Enrolled.	No. Enrolled between the ages of 4 and 7.	No. Enrolled between the ages of 7 and 15.	No. Enrolled between the ages of 15 and 20.	Total No. Girls Enrolled.	
High.....	.....	14	136	150	.....	5	213	218	368
First District.....	62	318	17	397	52	320	14	386	783
Second District.....	.....	245	16	261	.....	185	8	193	454
Third District.....	96	311	15	422	115	316	13	444	866
Fourth District.....	117	246	32	495	117	373	41	531	1026
Fifth District.....	.....	380	26	406	.....	380	17	397	803
Sixth District.....	137	418	13	568	164	377	10	551	1119
Seventh District.....	76	363	22	461	46	352	32	430	891
Eighth District.....	107	399	14	520	82	395	8	485	1005
Ninth District.....	187	596	2	785	161	442	.....	606	1391
Tenth District.....	300	463	3	766	217	441	4	662	1438
Eleventh District.....	267	379	.....	646	255	340	.....	595	1241
Twelfth District.....	208	373	3	584	212	337	2	551	1135
Thirteenth District...	181	557	5	743	175	458	9	642	1385
Fourteenth District..	116	422	27	565	107	370	40	517	1082
Fifteenth District....	120	315	2	437	140	322	.....	462	899
Second D. P. No. 1...	170	336	.....	506	219	272	.....	491	997
Second D. P. No. 2...	121	129	.....	250	97	145	.....	242	492
Fifth Dist. Primary..	156	214	.....	370	174	223	.....	397	767
Sixth D. P. No. 1.....	90	325	1	416	77	305	.....	382	788
Sixth D. P. No. 2	95	194	.....	289	97	187	.....	284	573
Eighth Dist. Primary	103	209	.....	312	85	202	.....	287	599
Ninth Dist. Primary	81	135	.....	216	51	118	.....	169	385
Tenth D. P. No. 1....	81	215	1	297	79	189	.....	268	565
Tenth D. P. No. 2	94	188	1	283	85	167	.....	252	535
Twelfth Dist. Prim'y	64	87	1	152	60	86	.....	146	298
First District Branch	35	33	.....	68	23	27	.....	50	118
Thirteenth D. Branch	83	97	.....	180	57	86	.....	143	323
Fourteenth D. B.....	33	86	.....	119	46	81	.....	127	246
School for Deaf Mutes	2	11	1	14	2	10	.....	12	26
Totals.....	3182	8158	338	11678	2998	7511	411	10920	22598

TABLE II.

SHOWING THE WHOLE NUMBER OF PUPILS ENROLLED IN EACH SCHOOL FOR EACH MONTH OF THE SCHOOL YEAR 1885-86.

SCHOOLS.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	M'rch.	April.	May.	June.
High.....	346	350	358	346	343	339	328	331	317	311
First District..	785	808	766	729	734	726	729	732	734	675
Second Dist.....	487	479	462	456	457	456	446	434	468	453
Third District..	705	704	701	693	687	664	675	663	657	609
Fourth Dist....	885	865	845	819	821	808	828	823	813	789
Fifth District..	702	702	706	676	685	670	671	674	709	682
Sixth District..	987	1017	994	964	969	948	960	962	957	938
Seventh Dist....	756	775	748	721	727	710	725	717	701	678
Eighth District	827	846	815	777	797	785	803	815	837	784
Ninth District..	1109	1108	1133	1117	1123	1115	1123	1155	1157	1181
Tenth District..	1129	1127	1139	1088	1090	1099	1113	1183	1130	1094
Eleventh Dist..	824	820	759	730	734	735	809	893	979	964
Twelfth Dist....	924	934	927	867	889	890	906	901	815	765
Thirteenth D....	926	916	916	880	880	883	909	911	971	949
Fourteenth D..	915	902	873	851	880	851	873	890	920	887
Fifteenth Dist..	708	725	728	719	718	701	717	743	775	748
2d D. P. No. 1...	811	799	800	784	790	774	805	811	811	792
2d D. P. No. 2...	334	342	366	347	340	342	364	396	416	406
Fifth D. P.....	604	605	591	553	578	552	574	626	643	625
6th D. P. No. 1..	697	692	679	624	668	683	698	691	682	665
6th D. P. No. 2..	477	482	477	456	462	453	462	486	405	489
Eighth D. P.....	496	499	492	460	462	450	461	481	472	463
Ninth D. P.....	299	305	307	303	296	294	302	330	321	317
10th D. P. No.1	417	426	432	409	400	402	434	447	451	440
10th D. P. No.2	428	430	402	387	389	381	403	448	465	456
Twelfth D. P....									303	291
First D. B.....	99	94	87	83	81	81	87	88	103	102
13th D. B.....	211	211	210	207	191	188	193	207	224	218
14th D. B.	161	164	166	155	167	164	176	194	187	181
S'h'l for Df Mt's		24	25	24	25	24	25	26	26	26
Totals.....	18049	18151	17904	17225	17383	17184	17599	18058	18539	17978

TABLE III.

SHOWING THE AVERAGE NUMBER OF PUPILS ENROLLED IN EACH SCHOOL FOR EACH MONTH OF THE SCHOOL YEAR 1885-86.

SCHOOLS.	Sept.	Oct	Nov.	Dec.	Jan.	Feb.	March.	April.	May.	June.	Av'ge.
High	335	349	346	342	338	338	325	322	313	287	330
First Dist.....	708	719	677	657	676	674	674	679	670	619	675
Second Dist.....	463	450	452	446	412	438	429	417	448	420	438
Third Dist.....	645	670	683	685	665	648	635	623	609	597	646
Fourth Dist.....	785	736	790	742	758	744	717	714	731	721	749
Fifth Dist.....	655	663	660	643	641	639	621	623	658	626	643
Sixth Dist.....	948	963	923	912	907	906	912	914	915	909	924
Seventh Dist.....	687	709	716	647	656	671	661	662	637	608	665
Eighth Dist.....	764	776	735	717	723	740	747	742	775	725	744
Ninth Dist.....	1085	1081	1111	1105	1104	1100	1100	1125	1124	1153	1109
Tenth Dist.....	1083	1083	1064	1006	1031	1053	1056	1076	1059	1055	1057
Eleventh Dist....	770	709	682	643	668	674	727	782	875	862	739
Twelfth Dist.....	848	868	853	801	812	848	848	849	743	721	819
Thirteenth Dist	872	877	862	800	829	837	852	854	932	911	863
Fourteenth Dis.	845	850	827	823	823	768	778	796	882	839	823
Fifteenth Dist....	644	661	663	718	666	656	665	670	715	720	678
2d D. P. No. 1....	752	760	751	744	723	728	746	768	753	740	747
2d D. P. No. 2....	308	306	327	301	307	315	338	351	381	379	331
Fifth D. P.....	539	548	546	491	493	484	511	539	562	559	527
6th D. P. No. 1....	649	655	647	576	627	642	655	653	650	635	639
6th D. P. No. 2....	456	458	441	410	436	435	431	443	474	474	446
Eighth D. P.	472	469	456	426	430	428	409	429	440	434	440
Ninth D. P.....	289	300	301	295	284	290	292	296	304	310	296
10th D. P. No. 1.	381	390	516	363	377	382	408	418	429	414	398
10th D. P. No. 2.	394	374	350	359	364	356	377	396	433	432	384
Twelfth D. P.....									270	270	270
First D. B.....	88	72	60	75	74	76	79	79	94	94	79
Thirteenth D. B	199	205	201	205	188	181	188	189	202	208	197
Fourteenth D. B	149	154	152	133	156	156	155	166	173	170	156
Sch'l for Df. M'ts		24	25	24	24	24	24	25	25	26	25
Totals.....	16813	16929	16717	16119	16192	16231	16360	16600	17275	16918	16615

TABLE IV.

SHOWING THE AVERAGE DAILY ATTENDANCE OF PUPILS AT EACH SCHOOL FOR EACH MONTH OF THE SCHOOL YEAR 1885-86.

SCHOOLS.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	M'rch.	April.	May.	June.	Av'ge.
High.....	326	336	333	331	321	316	319	307	291	298	318
First Dist.....	640	648	606	567	593	605	604	621	609	556	605
Second Dist.....	440	442	419	422	431	421	403	400	401	374	415
Third Dist.....	571	578	595	501	496	508	518	530	532	595	542
Fourth Dist.....	729	714	726	658	687	671	646	646	669	651	680
Fifth Dist.....	621	610	615	590	594	596	574	573	608	569	595
Sixth Dist.....	910	927	886	880	847	852	860	864	879	852	876
Seventh Dist.....	638	657	660	571	585	599	601	614	588	555	607
Eighth Dist.....	708	689	659	636	650	666	677	681	699	637	670
Ninth Dist.....	1048	1040	1048	1008	1008	1013	1015	1073	1062	1063	1038
Tenth Dist.....	1059	1010	985	903	927	971	968	999	986	930	974
Eleventh Dist...	647	597	600	530	557	569	653	707	782	735	638
Twelfth Dist.....	784	788	761	704	716	758	765	778	672	633	736
Thirteenth Dist	806	780	778	679	711	732	755	764	847	772	762
Fourteenth D...	796	797	785	748	752	683	712	746	824	771	761
Fifteenth Dist...	604	597	610	638	599	595	603	628	665	651	619
2d D. P. No. 1..	701	706	700	671	646	661	685	729	703	668	687
2d D. P. No. 2..	288	282	300	260	271	280	310	327	351	337	300
Fifth D. P.....	489	482	477	405	409	412	449	485	500	490	460
6th D. P. No. 1.	613	613	592	519	582	604	608	616	612	572	593
6th D. P. No. 2.	443	437	416	371	405	413	405	426	456	448	422
Eighth D. P.....	445	431	421	379	388	388	373	404	409	403	404
Ninth D. P.....	276	278	280	256	249	259	265	270	281	272	269
10th D. P. No. 1.	360	367	390	320	345	355	382	391	397	383	369
10th D. P. No. 2	362	327	321	313	322	324	349	375	394	381	347
Twelfth D. P.....									240	243	242
First D. B.....	77	55	51	63	61	64	73	71	86	78	68
Thirteenth D. B.	175	171	154	145	149	148	169	155	179	168	161
Fourteenth D. B	154	134	136	113	135	129	141	147	156	144	139
Sch'l for Df. M'ts	22	22	24	22	24	23	23	23	24	24	23
Totals.....	15737	15515	15328	14203	14460	14615	14905	15350	15902	15284	15127

TABLE V.

SHOWING THE AVERAGE NUMBER OF PUPILS ENROLLED IN EACH GRADE FOR THE SCHOOL YEAR 1885-86.

SCHOOLS.	8th Grade	7th Grade	6th Grade	5th Grade	4th Grade	3d Grade	2d Grade	1st Grade	Kin- der- gart- ens.
First District.....	39	33	33	85	97	95	93	201	.....
Second District.....	26	44	131	150	89	.....	.....	.....	.....
Third District.....	9	10	33	49	52	68	99	225	99
Fourth District.....	37	66	53	67	47	127	75	208	67
Fifth District.....	24	29	65	112	140	142	132	.....	.....
Sixth District.....	40	65	100	111	123	117	135	231	.....
Seventh District.....	46	40	50	96	56	111	81	185	.....
Eighth District.....	20	23	42	42	173	84	118	242	.....
Ninth District.....	25	35	75	125	148	172	155	373	.....
Tenth District.....	24	44	81	102	95	124	79	406	103
Eleventh District.....	.....	14	22	42	50	56	94	462	.....
Twelfth District.....	12	19	32	64	92	100	137	251	111
Thirteenth District.....	25	41	54	58	56	159	133	336	.....
Fourteenth District.....	36	55	44	107	120	117	106	154	84
Fifteenth District.....	.....	.....	.....	26	62	76	127	260	126
Second D. P. No. 1.....	.....	.....	.....	.....	59	220	170	297	.....
Second D. P. No. 2.....	.....	.....	.....	.....	.....	8	93	154	76
Fifth District Primary.....	.....	.....	.....	.....	.....	.....	69	344	.....
Sixth D. P. No. 1.....	.....	.....	36	54	85	96	132	235	.....
Sixth D. P. No. 2.....	.....	.....	.....	.....	57	62	148	179	.....
Eighth D. P.....	.....	.....	.....	.....	.....	68	84	184	103
Ninth D. P.....	.....	.....	.....	.....	19	46	48	183	.....
Tenth D. P. No. 1.....	.....	.....	.....	.....	47	57	69	224	.....
Tenth D. P. No. 2.....	.....	.....	.....	.....	40	86	67	191	.....
Twelfth D. P.....	.....	.....	.....	.....	.....	6	22	29	21
First District Branch.....	.....	.....	.....	.....	11	17	18	32	.....
Thirteenth D. B.....	.....	.....	.....	.....	4	26	43	124	.....
Fourteenth D. B.....	.....	.....	.....	.....	8	29	22	56	41
School for Deaf Mutes.....	.....	.....	.....	.....	.....	11	3	11	.....
Totals.....	363	518	851	1290	1730	2280	2552	5777	945

TABLE VI.

SHOWING THE WHOLE NUMBER OF PUPILS ENROLLED IN THE STUDY OF GERMAN FOR EACH MONTH OF THE SCHOOL YEAR 1885-86.

SCHOOLS.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March.	April.	May.	June.
High.....	149	152	148	146	138	135	135	123	121	119
First District...	602	626	601	573	557	556	555	559	473	441
Second District	453	441	444	428	434	526	424	415	441	437
Third District..	408	456	476	472	470	469	476	438	445	415
Fourth District	243	238	238	238	235	246	244	247	223	221
Fifth District...	338	340	342	335	337	342	334	347	363	356
Sixth District..	923	916	915	899	884	877	877	898	890	881
Seventh Dist....	350	474	188	173	182	471	173	494	481	480
Eighth Dist.....	546	557	629	613	630	545	533	535	500	459
Ninth Dist.....	788	798	798	804	795	887	779	867	1012	1034
Tenth Dist.....	953	938	943	904	926	929	936	949	937	919
Eleventh Dist..	802	798	738	707	712	712	781	865	958	936
Twelfth Dist....	253	300	301	295	290	295	282	223	210	210
Thirteenth D....	556	550	512	497	507	499	501	490	477	433
Fourteenth D..	376	372	360	353	350	347	360	372	364	359
Fifteenth Dist..	534	550	557	588	592	588	597	606	604	575
2d D. P. No. 1...	800	790	793	777	783	764	797	806	804	783
2d D. P. No. 2...	246	253	276	263	260	264	273	294	318	283
Fifth D. P.....	157	152	147	147	147	148	148	143	172	151
6th D. P. No. 1..	482	466	465	451	458	466	464	458	534	517
6th D. P. No. 2..	454	468	459	435	443	435	444	471	402	392
Eighth D. P.....	275	275	278	265	265	261	253	251	246	246
Ninth D. P.....	92	206	218	216	219	214	224	209	204	198
10th D. P. No. 1	411	418	425	407	399	400	431	445	444	438
10th D. P. No. 2	354	353	339	332	337	326	331	366	352	351
Twelfth D. P....										
First D. B.....	93	90	83	80	81	79	85	86	99	101
Thirteenth D. B	133	136	133	133	131	128	128	128	147	144
Totals.....	11774	12113	12101	11831	11862	11809	11865	12085	12221	11879

TABLE VII.

SHOWING THE AVERAGE DAILY ATTENDANCE OF PUPILS STUDYING GERMAN IN THE
PUBLIC SCHOOLS FOR THE SCHOOL YEAR 1885-86.

SCHOOLS.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	M'rch.	April.	May.	June.
First District...	507	504	483	452	450	471	414	477	411	387
Second District	405	420	411	404	404	402	400	388	417	388
Third District..	364	395	406	394	343	356	393	376	395	359
Fourth Dist.....	230	228	220	210	219	237	233	228	205	200
Fifth Dist.....	312	318	302	302	308	303	301	303	328	316
Sixth Dist.....	866	879	847	847	813	797	829	836	842	826
Seventh Dist...	326	426	442	398	398	406	440	459	429	442
Eighth Dist.....	506	503	539	532	541	473	468	473	441	397
Ninth Dist.....	752	764	760	757	757	753	740	823	942	944
Tenth Dist	914	876	881	843	859	853	844	878	854	835
Eleventh Dist..	647	596	600	528	556	566	646	706	781	734
Twelfth Dist....	244	278	273	269	265	276	260	206	196	189
Thirteenth D...	492	475	453	424	443	441	443	432	418	377
Fourteenth D...	348	338	332	320	319	303	316	331	341	319
Fifteenth D.....	479	474	489	540	518	552	558	528	532	515
2d D. P. No. 1...	694	713	699	664	641	651	677	724	696	661
2d D. P. No. 2...	220	223	227	204	220	237	237	249	279	239
Fifth D. P.	130	145	133	123	133	108	135	139	157	157
6th D. P. No. 1.	430	426	426	392	419	425	413	414	482	449
6th D. P. No. 2.	420	425	402	350	386	395	387	411	375	365
Eighth D. P.	255	247	245	232	230	232	218	233	229	217
Ninth D. P.	86	198	207	207	191	194	195	184	188	181
10th D. P. No.1	360	363	387	320	344	353	380	390	393	378
10th D. P. No.2	308	282	283	282	287	287	293	309	314	298
Twelfth D. P ...										
First D. B.....	73	53	49	62	61	62	72	71	84	77
13th D. B.....	116	113	109	105	109	109	116	115	125	125
Totals.....	10484	10662	10605	10161	10214	10242	10408	10683	10854	10375

SECRETARY'S REPORT.



SECRETARY'S REPORT.

To the Honorable the School Board of the City of Milwaukee :

GENTLEMEN—I herewith respectfully submit the report for the school year ending August 31st, 1886. The same contains a statement of the financial transactions of the Board, tables showing the amounts of supplies, apparatus and fuel purchased by the Board, and distributed to the schools, besides tables showing the school population of the city, the number of, and attendance at private schools, and other general information.

The first table shows in a condensed form a statement of the financial transactions of the Board during the preceding year, while the succeeding tables show a statement of the cost of each school and evening school during the year.

From the first of these tables it appears that the entire amount of expenditures during the year 1885-6, exceeded that of the preceding year \$16,098.79. From tables included in the report of the Superintendent it will be seen that the average number of pupils attending the public schools during the last year increased 669 over the number attending during the previous year. The total cost per capita of each pupil during the last year is ascertained to be \$13.83 upon the cost of tuition, and \$16.46 upon the total cost.

The table containing a summary of the results of the enumeration of persons of school age, shows that the entire number of children between 4 and 20 years of age, residing in the city May 1886, was ascertained to be 55,221, showing an increase during the preceding year of 2,973. Upon the three geographical divisions of the city the increase is divided as follows: East Side 134. West Side 2,160. South Side 679.

The number attending public schools during the year preceding the taking of the enumeration is 17,868, while the number attending private schools is shown to be 12,022, denoting an increase of 376 in the former and of 903 in the latter class.

The tables containing the names and location of private schools in the city that have been in operation during the year ending August 31, 1886, have been compiled as accurately as the information furnished by the principals of these schools would permit. During the year the total enrollment of pupils at private schools was 14,381, showing an increase of 209 over the number enrolled during the previous year. Of the total number 7,520 attended Catholic parish schools, 5,051 Lutheran church schools, and 1,810 were enrolled at non-sectarian schools, Kindergartens and business colleges.

The tables and statements showing the consumption of fuel at the schools during the previous year, and lists of supplies and articles of apparatus purchased during the year will be found included in the report, also a table showing the location and value of all school property owned by the city and a list of the teachers employed in the schools at the time of issuing this report, together with an appendix showing the charter provisions and rules and regulations of the School Board in relation to the public schools of this city.

All of which is respectfully submitted,

A. H. SCHATTENBERG,

Secretary.

FINANCIAL STATEMENT.

Statement showing receipts and expenditures from September 1, 1885 to August 31, 1886.

RESOURCES.

Aug. 31, 1885, balance to the credit of the school fund.	\$105,756.09
Jan. 1, 1886, city school tax levied.....	252,378.40
June 25, 1886, apportionment of state school fund....	63,481.32
Aug. 26, 1886, apportionment of state money for sup- port of school for deaf mutes.....	1,875.56
Aug. 31, 1886, tuition fees from non-resident pupils...	1,410.13
	<hr/>
	\$424,901.50

EXPENDITURES, BY ACCOUNTS ALLOWED.

September 1, 1885.....	\$ 8,952.36
October 6, 1885.....	25,214.98
November 3, 1885.....	24,913.17
December 1, 1885.....	27,379.90
December 21, 1885.....	24,405.10
January 5, 1886	2,926.06
February 2, 1886	28,702.10
March 2, 1886	26,757.52
April 6, 1886.....	26,823.20
May 4, 1886.....	26,010.84
June 1, 1886.....	26,857.77
July 6, 1886	26,364.38
August 3, 1886.....	2,551.18
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	\$277,858.56
Aug. 31, 1886, balance to the credit of the school fund.....	747,042.94
	<hr/>
	\$424,901.50

Statement showing the amount expended out of the school fund for each of the following items :

Salary of Superintendent.....	\$ 3,000.00
Salary of Secretary.....	1,399 92
Salary of Clerk.....	799.92
Salaries of Teachers.....	229,849.55
Salaries of Janitors.....	16,600.36
Salaries of Teachers of evening schools.....	3,693.00
Salaries of Janitors of evening schools.....	535.50
Supplies.....	3,199.19
Apparatus.....	1,622.11
Fuel.....	12,296.62
Printing.....	1,190.43
School Census.....	1,104.42
Teachers' Library.....	295.42
Office.....	239.08
Contingent Expenses.....	2,033 04
	<hr/>
	\$277,858 56

TABLE SHOWING EXPENDITURES BY SCHOOLS.—Sept. 1, 1885 to Aug. 31, 1886.

NAME OF SCHOOL.	Teachers.	Janitors.	Fuel.	Supplies.	Apparatus.	Gas.	Kinder- garten Material.	Pianos.
High School.....	\$12,247 44	\$ 600 00	\$ 20 00	\$ 33 21	\$ 24 30	\$ 7 80		
First District.....	10,529 20	690 00	352 24	101 03	59 63	19 24		
Second District.....	8,694 79	660 00	129 40	115 99	59 63	81 90		
Third District.....	8,467 00	660 00	464 67	46 48	61 07	37 96		
Fourth District.....	9,964 00	690 00	1,027 47	82 97	72 59	45 76		
Fifth District.....	9,745 75	690 00	1,272 05	114 09	59 83	120 38		
Sixth District.....	13,076 20	850 00	226 58	96 58	59 63	34 97		
Seventh District.....	9,148 32	660 00	36 45	64 75	66 32	21 84		
Eighth District.....	10,137 25	660 00	331 55	115 13	59 63			
Ninth District.....	14,185 78	750 00	1,176 61	150 11	59 63	119 86		
Tenth District.....	12,920 25	750 00	1,188 63	191 26	59 63	82 16		
Eleventh District.....	9,737 87	660 00	856 15	66 46	59 63	35 62		
Twelfth District.....	10,281 59	750 00	951 03	106 22	59 63	8 58		
Thirteenth District.....	11,196 14	736 87	991 14	117 00	77 42			
Fourteenth District.....	10,068 25	690 00	872 56	138 43	59 63	44 85		
Fifteenth District.....	6,026 55	600 00	36 32	63 20	30 64			
Second Dist. Primary, No. 1.....	9,226 38	660 00	24 30	102 46	6 60			
Second Dist. Primary, No. 2.....	2,805 50	660 00	586 78	44 13	12 60	41 86		
Fifth Dist. Primary.....	4,142 25	600 00	314 94	42 99	6 60			
Sixth Dist. Primary, No. 1.....	8,013 75	600 00	36 15	42 12	6 60			
Sixth Dist. Primary, No. 2.....	4,353 00	438 00	222 03	43 44	6 60			
Eighth Dist. Primary.....	4,231 00	438 00	425 54	29 00	6 60			

TABLE SHOWING EXPENDITURES BY SCHOOLS, Sept. 1, 1885 to Aug. 31, 1886.—Continued.

Ninth Dist. Primary.....	3,223 60	300 00	82 18	37 88	7 20		
Tenth Dist. Primary, No. 1.....	4,200 25	438 00		45 97	6 60	1 82	
Tenth Dist. Primary, No. 2.....	3,861 53	438 00	194 00	50 21	6 84		
Twelfth Dist. Primary.....	435 75	133 49	81 70	48 84	46 08		
First Dist. Branch.....	1,060 75	198 00	19 00	17 85	6 60		
Thirteenth Dist. Branch.....	2,498 00	300 00	137 88	17 25	6 60		
Fourteenth Dist. Branch.....	1,287 00	300 00	235 27	21 65	6 60		\$ 32 03 \$ 36 00
Central Kindergarten.....	1,242 37						40 50
Third Dist. Kindergarten.....	852 62						41 45
Fourth Dist. Kindergarten.....	479 25						14 67
Fifth Dist. Primary K.....	999 25						27 87
Eighth Dist. Primary K.....	1,020 24						21 34
Tenth Dist. Primary K.....	990 12						
Eleventh Dist. Primary K.....							
Twelfth District Primary K.....	990 00						29 88
Twelfth District Primary.....	193 50						62 28
Fourteenth Dist. Kindergarten	974 25						35 04
Fourteenth Dist. Branch K.....	555 75						16 83
Fifteenth Dist. Branch K.....	884 56						54 55
Day School for Deaf Mutes.....	1,994 00			10 55	16 75		
Music and Drawing.....	2,998 50			13 23			
Office.....				15 50			
Weighing Coal.....			11 00				
	\$ 229,849 55 \$	16,600 36 \$	12,296 62 \$	2,245 98 \$	1,067 71 \$	704 60 \$	376 44 \$
							401 00

STMARY OF EXPENDITURES—Continued—EVENING SCHOOLS.

NAME OF SCHOOL.	Teachers.	Janitors.	Fuel.	Supplies.	Apparatus.	Gas.	Kinder- garten Materials.	Pianos.
First District, Boys.....	\$ 36 00	\$ 6 00	.....	\$ 3 66	.....	.....	.....	.....
Second District, Boys.....	477 50	66 00	.....	11 97	.....	.....	.....	.....
Third District, Boys.....	212 50	33 00	.....	10 52	.....	.....	.....	.....
Fifth District, Boys.....	328 00	47 25	.....	5 81	.....	.....	.....	.....
Sixth District, Boys.....	340 50	49 50	.....	16 17	.....	.....	.....	.....
Ninth District, Boys.....	264 50	39 25	.....	7 55	.....	.....	.....	.....
Tenth District, Boys.....	342 50	49 75	.....	16 47	.....	.....	.....	.....
Eleventh District, Boys.....	272 00	40 00	.....	.....	.....	.....	.....	.....
Twelfth District, Boys.....	283 00	42 00	.....	6 89	.....	.....	.....	.....
Thirteenth District, Boys.....	172 00	26 75	.....	.....	.....	.....	.....	.....
Second District, Girls.....	119 50	18 75	.....	5 17	.....	.....	.....	.....
Third District, Girls.....	99 00	16 50	.....	4 11	.....	.....	.....	.....
Fifth District, Girls.....	93 00	14 75	.....	.....	.....	.....	.....	.....
Seventh District, Girls.....	74 00	12 75	.....	.....	.....	.....	.....	.....
Ninth District, Girls.....	143 00	22 00	.....	4 49	.....	.....	.....	.....
Eleventh District, Girls.....	82 00	11 25	.....	.....	.....	.....	.....	.....
Fourth District, Drawing.....	178 00	20 00	.....	.....	.....	.....	.....	.....
Fifth District, Drawing.....	176 00	20 00	.....	.....	.....	.....	.....	.....
Total.....	\$3,693 00	\$ 535 50	.....	\$ 92 81	.....	.....	.....	.....
GRAND TOTAL.....	\$233,542 55	\$ 17,135 86	\$ 12,296 62	\$ 2,338 79	\$ 1,067 71	\$ 704 60	\$ 376 44	\$ 401 00

The following table contains a statement of the amounts of fuel delivered to the public schools during the preceding year. This table shows the actual consumption of fuel in the schools during that time.

FUEL DELIVERED TO THE PUBLIC SCHOOLS

From July 1, 1885 to June 30, 1886.

SCHOOLS.	COAL.		WOOD.	SLABS
	Tons.	Pounds	Cords.	Cords.
High School.....	63	400	2	1
First District.....	124	1420	.....	.....
Second District.....	81	210	3	3
Third District.....	174	585	5	2
Fourth District.....	187	1810	4	4
Fifth District.....	222	1455	9	13
Sixth District.....	147	810	8	4
Seventh District.....	109	1220	2	5
Eighth District.....	92	1190	.....	.....
Ninth District.....	210	580	12	.....
Tenth District.....	222	250	.....	4
Eleventh District.....	153	240	3	1
Twelfth District.....	173	985	5	3
Thirteenth District.....	179	1750	3	6
Fourteenth District.....	160	1150	4	2
Second District Primary, No. 1.....	92	130	2	2
Second District Primary, No. 2.....	52	430	3	2
Fifth District Primary.....	53	700	3	3
Sixth District Primary, No. 1.....	66	1680	3	2
Sixth District Primary, No. 2.....	41	1530	.....	1
Eighth District Primary.....	80	640	1	2
First District Branch.....	19	1940	2	1
Ninth District Primary.....	26	1980	2	1
Tenth District Primary, No. 1.....	40	380	.....	2
Tenth District Primary, No. 2.....	56	530	2	2
Twelfth District Primary.....	15	880	$\frac{1}{2}$	$\frac{1}{2}$
Thirteenth District Branch.....	56	1040	2	1
Fourteenth District Branch.....	39	1370	3	1
Fifteenth District.....	101	1560	.....	4
Total.....	3046	845	86 $\frac{1}{2}$	72 $\frac{1}{2}$

The following table contains a continuation of the statement made in my last annual report, showing the average cost of tuition per pupil for the last thirteen years. In ascertaining the cost for each pupil during the six last years included in the table, the cost of evening schools has not been included in the total amount of expenditures.

School Year.	Teachers' Salaries.	Janitors' Salaries.	Officers' Salaries.	Supplies.	Apparatus.	Fuel.	Printing.	Teachers' Library.	Office.	Census.	(Contingent Expenses.	Total Cost of Evening Schools.	Grand Total, except cost of Eve. Schools.	Average number of pupils enrolled.	Average cost of tuition per pupil.	Average cost per pupil on total enrollment.
1873-74	\$116935 51	\$6377 00	\$3534 00	\$1341 26	\$1641 44	\$9805 53	\$1081 77	.....	\$104 35	\$600 00	\$303 08	.....	\$141724 84	7475	\$15 64	\$18 95
1874-75	129804 81	7260 00	4469 92	1911 33	586 14	11144 98	1612 55	.....	175 98	600 00	79 32	.....	157645 03	8507	15 26	18 53
1875-76	135736 73	7774 50	4615 42	1781 59	398 55	11379 06	1264 38	\$2409 02	197 90	600 00	253 00	.....	164210 15	9460	14 24	17 25
1876-77	140947 57	8115 50	4744 92	1041 65	885 16	16188 31	1457 38	342 12	202 25	600 00	235 97	.....	174760 83	9581	14 71	18 24
1877-78	151974 70	9604 06	4800 02	2280 23	1013 70	8384 25	1184 23	75 16	80 03	600 00	168 45	.....	180764 83	11200	13 57	16 08
1878-79	161184 89	10113 50	4569 84	2008 91	853 13	1991 17	934 22	64 47	148 64	600 00	264 12	.....	182732 23	11500	13 14	15 88
1879-80	170331 73	10124 76	4693 43	1950 47	602 04	11860 91	1145 27	64 35	114 01	600 00	259 00	.....	201746 18	12471	13 68	16 17
1880-81	170947 15	11264 00	4880 00	2190 24	452 58	17252 92	884 40	85 16	181 53	600 00	1030 17	\$6425 23	209768 15	12330	13 86	17 01
1881-82	181722 07	12572 80	4950 00	1982 09	1280 38	15235 90	971 27	73 77	160 77	1441 88	1138 36	4053 75	221718 90	14521	12 51	15 26
1882-83	189899 17	13438 05	5016 54	2569 49	625 74	20399 44	1171 81	146 57	162 01	918 62	821 60	3509 50	208588 54	14152	13 42	16 61
1883-84	194637 67	13554 81	5116 62	2422 06	854 42	13734 79	1543 83	126 04	180 33	996 08	1223 42	3428 45	234390 07	15023	12 99	15 60
1884-85	210959 79	14929 39	5200 00	3053 70	741 48	17370 71	1383 34	154 17	260 49	1044 82	1899 63	4742 25	256997 52	15946	13 23	16 11
1885-86	220849 55	16600 36	5199 84	3199 19	1622 11	12296 62	1190 40	295 42	239 08	1104 42	2033 04	4228 50	273630 06	16615	13 83	16 46

The following table shows a statement of the articles of supplies purchased by the Board, during the last year, their total cost amounting to \$3,199.19.

STATIONERY.

Blocks, paper, 125 doz.....	\$ 80 75
Bands, rubber, 73 gross.....	37 50
Composition Books, 25 doz.....	37 50
Crayons, white, 1200 gross.....	111 00
Crayons, assorted, 50 gross.....	32 50
Erasers, dustless, 100 doz.....	100 00
Envelopes, 51 M.....	137 60
Ink, black, 430 gal.....	215 00
Ink, scarlet, 48 qts.....	21 84
Ink, scarlet, 2 oz cones, 9 doz.....	4 20
Inkstands, 4 doz.....	2 40
Kindergarten material.....	417 83
Mucilage, 26 doz. bot.....	39 00
Pointers, 10 doz.....	17 40
Paper, foolscap, 186 reams.....	432 45
Paper, legal cap, 15 reams.....	28 35
Paper, Bookkeeping, 55½ reams.....	18 50
Paper, note, 25 reams.....	20 25
Manilla paper.....	151 85
Paper, drawing.....	18 00
Pencil, lead, 301 doz.....	90 50
Penholders, 180 doz.....	20 25
Paper fasteners, 8000.....	14 72
Paper files, 2 doz.....	1 50
Penracks, 4 doz.....	1 88
Pens, 186 gross.....	114 05
Paper cutters, 2 doz.....	3 00
Thermometers, 12 doz.....	13 80

Twine, 25 balls	2 50
Card board, 17 quires.....	15 24
	<hr/>
	\$2,200 36

HARDWARE.

Axes and handles, 1	\$ 1 00
Bells, hand, 3	5 50
Class bells, 4 doz.....	39 60
Coal hods, 5½ doz.....	18 75
Copper measures, 2	3 00
Drinking cups, 49 doz.....	29 00
Dust-pans, 4 doz.....	3 00
Funnels, ½ doz.....	30
Ink cans, 2 doz.....	21 00
Lantern chimneys, 6	45
Oil cans, 1	60
Pails, 11⅓ doz.....	22 67
Pokers, 5 doz.....	9 80
Shovels, coal, 14	10 00
Shovels, snow, 3 doz.....	6 00
Shovels, ash, 4	1 45
Sprinklers, 6	2 25
Saws, 1	1 00
Stove polish.....	17 32
Wash basins, 15 doz.....	17 50
Wheelbarrows, 6	9 75
Wrenches, 1	2 50
	<hr/>
	\$222 44

BROOMS, BRUSHES, ETC.

Brooms, 112 doz.....	\$ 318 69
Brushes, bristle, 5½ doz.....	10 13
Counter, 2½ doz.....	10 45
Riceroor, 3½ doz.....	4 61
Stove, 2 doz.....	3 10
Wall, 1	11

Whitewash, 1	3 25
Window, 3 $\frac{1}{6}$ doz	15 45
Feather dusters, 12 doz.....	48 00

\$413 79

MISCELLANEOUS.

Alcohol, 12 $\frac{3}{4}$ gals.....	\$ 29 55
Clocks furnished, 2	12 00
Clocks repaired, 11	13 75
Matches, 3 cases	4 40
Oil, 227 $\frac{1}{4}$ gals.....	36 94
Oil, Linseed, 2 $\frac{1}{2}$ gals.....	1 37
Registers, 50	50 00
Soap, 3168 lbs.....	130 80
Towel linen, 510 yds.....	55 63
Wicks, 1 $\frac{1}{2}$ doz.....	15
Sundries for office.....	24 69
Copperas, 20 lbs.....	40
Concentrated Lye, 2 boxes.....	16
Wire and chain.....	2 76

\$362 60

The following is a list of articles of apparatus purchased by the Board during the last year :

Chemicals for High School and others.....	\$ 411 82
Maps, Johnston's, 2	2 00
Reading Charts, Appleton's, 4	33 00
Spencerian Writing Charts, 7.....	22 68
Anatomical Charts, 1 set.....	15 00
Music Books.....	138 85
Text Books.....	24 48
Type Writer, 1	85 00
Drawing models.....	105 45
Drawing Manuals.....	40 50

Dictionaries, Webster's condensed, 24.....	36 00
Dictionaries, Grieb's German-English, 1.....	6 00
Geographical Charts, 2 sets.....	10 00
Objects for Deaf Mutes' School.....	7 55
Hectograph, 1.....	1 50
Physical apparatus*.....	682 28
	<hr/>
	\$1,622 11

List of articles for teaching physics, purchased and distributed to district schools:

Acid, Muriatic, 4 oz.....	\$ 1 68
Acid, Sulphuric, 4 oz.....	2 16
Alcohol, 1 gal.....	2 87
Ammonia, 8 oz.....	2 81
Aniline, 16 vials.....	60
Batteries, 16.....	80 00
Barometer tubes, 16.....	6 00
Blow pipes, 5.....	2 00
Bottles, 73.....	3 37
Boxes, 4 doz.....	1 40
Carbon pencils, 25.....	1 00
Coils, induction, 16.....	85 00
Corks, 9 doz.....	1 05
Cutting pliers, 16.....	3 20
Ether, Sulphuric, 2 lbs.....	1 62
Electrical Machine, 1.....	25 00
Files, 18.....	87
Flasks, 32.....	7 04
Funnels, 17.....	2 71
Gauge glasses, 18.....	3 60
Giessler's tubes, 16.....	7 60
Graduates, 16.....	4 67
Iron blocks, 15.....	2 50
Iodine, 16 vials.....	65
Jars, battery, 16.....	5 07

Jars, plain, 18.....	90
Lamps, Alcohol, 19.....	4 49
Lamps, Incandescent, 16.....	17 60
Magnets, bar, 32.....	7 50
Mercury, 16 lots.....	9 32
Oilcloth, 8 yards.....	2 65
Paraffine, 1 lb.....	20
Plates, 16.....	1 60
Pumps, air, 16.....	192 00
Pumps, force, 18.....	24 00
Pumps, left, 18.....	25 00
Potash, bichrom of, 10 oz.....	2 00
Rams, hydraulic, 15.....	45 00
Receivers, 32.....	10 45
Retort Stands, 16.....	10 50
Rods, Iron, 16.....	1 41
Rubber tubes, 254 ft.....	22 70
Rubber, sheet, 18 oz.....	2 80
Rulers, 36.....	4 05
Salts.....	03
Screen, wire.....	20
Sealing wax, 11½ lb.....	1 38
Sinks, tin, 16.....	16 00
Shears, 1.....	1 37
Spoons, 18.....	75
Straws, 1 box.....	05
Test tubes, 36.....	6 25
Tubes, tin, 16.....	4 00
Thermometers, 15.....	5 62
Tumblers, 15.....	55
Turpentine, 1 gal.....	1 40
Wires.....	305
Zinc, 18 oz.....	11
Sundries, files, crockery, etc.....	2 88

 \$682 28

RESULT OF SCHOOL CENSUS TAKEN MAY, 1886.

WARDS.	Boys.	Girls. Totals	AGES.																		Incapacitated.			Comparison of Total with prev. years.						
																					Employed.	Not Attending School.	Attending Private School.		Attending Public School.	Deaf or Dumb.	Blind.	Weak of Mind.	Increase	Decrease
			4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19												
I.....	2295	2728	5623	325	348	397	341	359	287	342	271	286	273	284	216	291	284	356	363	1027	1669	2327	1023	6	.....	2	192	.....	
II.....	3106	3143	6249	418	386	428	444	405	384	426	339	403	337	387	355	401	381	368	387	2510	1073	2666	1406	9	3	4	302	.....	
III.....	1035	1071	2106	119	156	140	151	129	140	147	130	136	120	126	113	142	121	130	106	704	579	823	564	4	2	.....	.....	50
IV.....	2030	2354	4384	301	271	307	291	292	286	283	302	302	220	257	215	250	252	271	284	1840	792	1762	710	5	1	.....	292	.....	
V.....	1344	1628	2872	224	190	207	189	176	178	191	165	195	172	148	149	165	171	193	179	919	338	1615	584	2	1	.....	95	.....	
VI.....	2120	2276	4396	313	310	309	312	287	308	315	249	280	240	252	249	264	230	245	233	1810	601	1985	939	6	.....	2	313	.....	
VII.....	731	991	1722	73	80	80	96	115	106	103	96	105	100	100	118	132	131	149	138	548	471	703	405	1	.....	2	.....	8
VIII.....	2154	2068	4212	359	309	334	293	300	286	277	268	254	227	210	209	211	212	233	230	1388	870	1964	1019	6	1	2	267	.....	
IX.....	2941	3044	5985	286	335	389	470	447	406	472	429	472	329	304	308	335	363	273	256	1825	1385	2795	1125	6	.....	1	489	.....	
X.....	2531	2473	5004	261	402	370	449	400	384	387	357	338	289	279	259	247	199	222	152	1916	1003	2085	814	9	1	1	385	.....	
XI.....	2093	2035	4128	356	357	324	320	319	310	298	264	261	213	198	183	187	175	176	187	921	1113	2094	915	4	1	6	269	.....	
XIV.....				248	252	234	225	224	163	202	258	146	124	111	103	104	102	104	104	220	869	1615	525	4	.....	1		.....	
XII.....	1724	1476	3200	321	259	274	207	242	245	245	153	244	162	179	135	157	113	113	91	890	745	1505	444	4	.....	1	48	.....	
XIII.....	1641	1595	3236	276	259	277	264	267	229	281	210	200	186	152	148	152	135	112	88	1350	534	1352	552	6	.....	2	369	.....	
Totals.....	27079	28142	55221	3880	3914	4070	4092	3971	3772	3969	3482	3622	2992	2987	2820	3038	2840	2798	17868	13022	25331	11025	71	11	23	3031	58			
Increase.....	1378	1595	2973																	376	903	1694	1459	3						
Decrease.....																									1	2				

Estimated total population of city at 3.1 times the total of persons of school age, 171,000.

The following shows a comparative statement of the school census during the last 16 years :

TABLE SHOWING RESULTS OF ANNUAL SCHOOL CENSUS, SINCE THE YEAR 1870.

YEARS.	Number between the ages of 4 and 20.			Number that Attended School.		
	Boys.	Girls.	Total.	Public Schools	Private Schools	Total.
1870.....	11,895	10,125	24,020	8,528	5,704	14,232
1871.....	12,273	12,974	25,247	8,879	5,929	14,808
1872.....	13,383	13,976	27,359	8,781	6,170	14,951
1873.....	14,259	14,896	29,155	8,772	6,708	15,480
1874.....	16,504	17,173	35,677	9,243	7,386	16,629
1875.....	16,057	17,262	33,919	10,421	7,436	17,857
1876.....	17,017	17,919	34,936	10,946	7,595	18,541
1877.....	17,397	18,342	35,739	11,409	7,700	19,169
1878.....	17,599	18,545	36,054	12,396	7,351	19,747
1879.....	18,104	19,002	37,016	13,292	7,487	20,799
1880.....	18,443	19,299	37,742	13,897	7,392	21,280
1881.....	19,881	20,215	40,096	14,586	7,945	22,531
1882.....	20,647	21,447	42,094	13,765	8,231	21,996
1883.....	22,521	23,407	45,931	15,066	9,252	24,318
1884.....	24,435	25,369	49,804	16,266	9,981	26,247
1885.....	25,701	26,547	52,248	17,492	11,119	28,611
1886.....	27,079	28,142	55,221	17,868	12,022	29,890

Taking the number of persons between 4 and 20 years as a basis, and assuming the entire population to be $3\frac{1}{10}$ times as large, the same can safely be estimated to be 171,000.

PRIVATE SCHOOL STATISTICS—For the year ending August 31, 1886.

NAME OF SCHOOL.	LOCATION.	PRINCIPAL'S NAME.	Number Enrolled.				Average daily attendance.	Number of Teachers.	Days taught during the year.	Pupils not receiving public instruction.
			AGES.							
			1-7	7-15	15-20	Total				
FIRST WARD—TWELVE SCHOOLS.										
German and English Academy.....	637 to 643 Broadway.....	H. Dornet.....	47	75	30	152	140	9	200	.....
St. Mary's Convent Day Sch'l, Cath. Cor. Jefferson and Ogden Sts.,		Sis. Maria Antoinette.....	69	122	183	374	355	14	210	350
St. Hedwig's School, Catholic.....	Franklin, near Brady St.....	Rev. C. Ragozinski..	30	400	.....	430	400	4	150	430
Grace Church School, Lutheran.....	Cor. Broadway and Div. St.....	Rev. Theo. Jaekel....	30	195	.....	225	195	4	230	190
Wis. Industrial School for Girls.....	Lake Ave., North Point.....	Harriet C. Hunt.....	50	.....	219	269	175	22	260	.....
*St. Mary's Institute, Catholic... ..	Cor. Mil. and Knapp Sts.....	Sis. M. F. Seraphica.,	3	35	64	102	95	1	248	73
Protestant Orphan Asylum... ..	350 Division St.....	Maria P. Mason.....	8	32	.....	40	40	6	228	40
All Saint's Cathedral School	Division, near Cass.....	Emma L. Dean.....	27	70	28	125	120	2	240	17
St. Joseph's Asylum, Catholic.....	North Point.....	Sis. Maria Joseph..	5	38	6	49	49	4	190	49
Saint Rosa's Orphan Asylum.....	496 Jackson St.....	Sis. Ursina Eline....	.....	69	7	76	76	2	190	76
Nat'l German-Am. Teachers' Sem'ry	637 Broadway.....	Hermann Dornet.....	.....	23	.....	23	22	4	220	14
Holy Rosary, Catholic.....	Oakland Ave.....	Mary Crescentia.....	20	129	8	157	150	5	178	140
			289	1165	568	2022	1817	77	.....	.....

*Estimated.

PRIVATE SCHOOL STATISTICS—For the year ending August 31, 1886—Continued.

NAME OF SCHOOL.	LOCATION.	Principal's NAME.	Number Enrolled.				Average daily attendance.	Number of Teachers.	Days taught during the year.	Pupils not receiving public instruction.
			AGES.							
			4-7	7-15	15-20	Total				
SECOND WARD—EIGHT SCHOOLS.										
Trinity School, Branch, Lutheran...	Cor. Coldspring & Randall Av.	F. C. Bunck.....	12	139	.....	151	138	2	205	140
Trinity School, Lutheran.....	8th St. bet. State & Prairie.....	John Wegner.....	76	207	.....	283	350	4	210	269
Holy Name School, Catholic.....	Cor. Eleventh and State Sts ...	F. L. Weinmann.....	100	175	40	315	300	8	204	295
Friedens Gemeinde Sch'l, Lutheran..	Cor. Thirteenth & Chestnut Sts	L. E. Carstensen.....	.....	110	.....	110	95	2	240	76
Marquette College, Catholic.....	Cor. Tenth & State Sts.	Thos. S. Fitzgerald..	.....	93	70	163	140	12	190	157
West Side Kindergarten	Cor. Seventh & Prairie Sts.	Ida Scholz.....	50	.....	.....	50	35	1	240	50
Concordia College, Lutheran.....	Cor. 32d & State Sts.	Ch. E. Loeber.....	.....	45	110	155	150	6	195	150
*St. Johannes School, Lutheran.....	Cor. Fourth & Prairie Sts.....	Rev. J. Bading... ..	28	284	.....	312	275	4	220	268
			266	1053	220	1539	1483	39	.....	.....
THIRD WARD—ONE SCHOOL.										
Excelsior Business College....	Se. Cor. E. W. & Wis. Sts.....	H. M. Wilmot.....	.....	2	112	114	58	4	255	100
			.....	2	112	114	58	4	255	100

*Estimated.

PRIVATE SCHOOL STATISTICS—For the year ending August 31, 1886--Continued.

Secretary's Report.

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NAME OF SCHOOL.	LOCATION.	PRINCIPAL'S NAME.	Number Enrolled.				Average daily attendance.	Number of Teachers.	Days taught during the year.	Pupils not receiving public instruction.	
			AGES.								
			4-7	7-15	15-20	Total					
FOURTH WARD—FIVE SCHOOLS.											
St. Gall's School, Catholic.....	Cor. Second and Sycamore Sts	Rev. A. M. Hayden..	150	245	.....	395	375	12	210	350
Commercial College.....	Grand Avenue.....	Chas. Mayer.....	.....	38	232	270	200	6	230	.....
English and German Select School...	222 Sixteenth.....	Miss R. Stowell.....	.....	18	2	20	18	3	210	18
*Tenth Street Kindergarten.....	Tenth St.....	K. E. Dousman.....	16	14	.....	30	27	3	187	25
St. John's School, Luth., (Branch)...	Fowler and Thirtieth St.....	C. A. R. Nitschke.....	10	34	1	45	38	1	220	3	
FIFTH WARD—THREE SCHOOLS.											
St. Stephen's School, Ev. Luth.,	Cor. Grove and Scott Sts.....	Aug. Wilde.....	170	349	235	760	658	25	.....	.....
Holy Trinity School, Catholic.....	Greenbush, near Mineral St....	Rev. L. Conrad.....	100	360	.....	460	450	7	200	340
South Side Kindergarten.....	Greenbush, near Mineral St....	Sophia Holzhaeuser	50	.....	.....	50	45	2	250	50
			160	664	.....	824	751	13	.....	.....

*Estimated.

PRIVATE SCHOOL STATISTICS—For the year ending August 31, 1886—Continued.

NAME OF SCHOOL.	LOCATION.	PRINCIPAL'S NAME.	Number Enrolled.				Average daily attendance.	Number of Teachers.	Days taught during the year.	Pupils not receiving public instruction.	
			AGES.								
			4-7	7-15	15-25	Total					
SIXTH WARD—FIVE SCHOOLS.											
St. Francis School, Cath.	Cor. Fourth and Harmon Sts.	Rev. Hyronimus.....	90	.....	339	429	399	6	212	424
St. John of Nepomuk School, Cath.	Cherry, near Fourth	F. H. Privoznik.....	17	97	.....	111	95	2	210	107
Mrs. Balis' Private School.....	243 Fourth St.	Sarah Balis.....	18	25	1	44	28	2	203	43	
Select School.....	410 Walnut St.	Wm. Schell.....	.....	.....	20	20	20	1	300	18
Dr. Wm. Bayer's College.....	318 Sherman St.	Wm. Bayer.....	.....	18	33	51	46	2	240	10
SEVENTH WARD—Five Schools.											
St. Mary's School, Cath.	Cor. Broadway and Biddle.....	Rev. D. F. Thill.....	100	382	.....	482	460	6	340	400
St. John's Cathedral, Cath.	Van Buren, near Oneida.....	Rev. J. J. Keogh.....	75	557	34	666	625	14	194	640	
Spencerian Business College.....	Cor. Wisconsin & Broadway.....	R. C. Spencer.....	.....	39	273	312	100	5	256	100
Markham Academy.....	Cor. Van Buren and Oneida.....	Albert Markham.....	.....	28	44	72	65	4	200	71
Milwaukee College.....	Cor. Milwaukee and Division..	Charles Farrar.....	.....	93	90	183	170	17	200	.....
			175	1099	441	1715	1420	46			

PRIVATE SCHOOL STATISTICS—For the year ending August 31, 1886—Continued.

Secretary's Report.

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NAME OF SCHOOL.	LOCATION.	PRINCIPAL'S NAME.	Number Enrolled.				Average daily attendance.	Number of Teachers.	Days taught during the year.	Pupils not receiving public instruction.
			4-7	7-15	15-20	Total				
EIGHTH WARD—Four Schools.										
St. Martini School, Luth.....	Cor. Orchard & Bismark Ave.,	G. H. A. Loeber.....	6	191	.....	197	172	2	220	162
St. Peter's School, Luth.....	Cor. Third Av. & Scott St.....	H. Graebner	61	381	.....	442	372	4	215	410
St. Patrick's School, Cath	Cor. Washington St. & 2d Ave	Rv. H. L. Fairbanks	35	171	2	208	160	3	200	185
St. Wenceslaus' School, Cath.....	Cor. Ninth Ave. & Scott St.....	Rv. Leo Suchy.....	.....	142	.....	142	130	3	245	135
NINTH WARD—Four Schools.										
St. Joseph's School, Cath.....	Cor. Eleventh & Cherry.....	Rev. Holzhauser	120	706	.....	826	800	10	221	750
Kreuz School, Luth.....	Cor. 17th St. & Fond du Lac Av	Rev. J. Strasen.....	18	256	.....	274	234	3	210	250
St. Paul's School, Luth.....	533 Seventh St.....	J. H. A. Petersen.....	3	69	.....	72	60	1	230	60
St. Michael's School.....	Cherry & 24th St.....	Rev. Wm. Neu.....	78	348	.....	426	400	6	217	415
			219	1379	.....	1598	1494	20	.....	.....

PRIVATE SCHOOL STATISTICS—For the year ending August 31, 1885—Continued.

NAME OF SCHOOL.	LOCATION.	PRINCIPAL'S NAME.	Number Enrolled.				Average daily attendance.	Number of teachers.	Days taught during the year.	Pupils not receiving public instruction.	
			AGES.								
			4-7	7-15	15-20	Total					
TENTH WARD—Six Schools.											
Emanuel School, Luth.....	Cor. 12th and North St.....	Fred Ruenzel.....	12	455	.....	467	419	5	218	417
St. Matthew's School, Luth.....	Beaubien St., near Tenth.....	A. Hoenecke.....	51	257	.....	308	270	4	220	280
St. Mark's School, Luth.....	162 Garfield Ave.....	R. Fritzsche.....	8	255	.....	263	225	3	225	240
*Northwest Side Kindergarten.....	Seventh St., near Walnut.....	Sophie Marnitz.....	30	.....	.....	30	25	2	150	30
Theological Seminary, Luth.....	13th St., near Fond du Lac Ave	Prof. E. Notz.....	.....	.....	29	29	29	3	200	.....
Zion's School, Luth.....	North St. near Fond du Lac Ave	Alphonse Troeller.....	.....	346	.....	346	314	4	225	300
ELEVENTH WARD—Two Schools											
St. Jacobi, Luth.....	C'r. Mitchell & Forest Home Ave	Rev. H. Dauann.....	29	261	.....	290	236	3	228	270
Christus School, Luth.....	Garfield & 18th Ave.....	E. O. H. Meyer.....	13	101	.....	114	105	1	230	102
*Estimated.											
			72	362	.....	404	341	4		.....

*Estimated.

PRIVATE SCHOOL STATISTICS—For the year ending August 31, 1885—Continued.

NAME OF SCHOOL.	LOCATION.	PRINCIPAL'S NAME.	Number Enrolled.				Average daily attendance	Number of teachers.	Days taught during the year.	Pupils not receiving public instruction.
			4-7	7-15	15-20	Total				
TWELFTH WARD—TWO SCHOOLS.										
St. Stanislaus, Cath.....	Cor. Grove & Mitchell Sts.	Rev. H. Gorski.....	175	651	.....	826	775	8	223	826
*St. Lucas, Luth.....	Kinnickinick Av., Cor. Dover..	Gustav H. Steffen...	34	129	.....	163	145	2	216	134
FOURTEENTH WARD—TWO SCH'S.										
St. Hyacinth's, Cath.....	9th Ave. and Becher St.	Rev. H. Galski.....	25	748	1	774	656	8	230	771
St. Anthony's, Cath.....	Mitchell St.....	Rev. A. Decker.....	50	502	.....	552	540	7	230	450
*Estimated.			75	1250	1	1326	1196	15		

SUMMARY OF PRIVATE SCHOOLS.

WARDS.	Number of Schools.	Number Enrolled. AGES.				Average daily attendance.	Number of teachers.
		4-7	7-15	15-20	Total.		
First Ward.....	12	289	1165	568	2022	1817	77
Second Ward.....	8	266	1053	220	1539	1483	39
Third Ward.....	1	.....	2	112	114	58	4
Fourth Ward.....	5	176	349	235	760	658	25
Fifth Ward.....	3	160	664	.....	824	751	13
Sixth Ward.....	5	125	140	393	658	588	13
Seventh Ward.....	5	175	1099	441	1715	1490	46
Eighth Ward.....	4	102	885	2	989	834	12
Ninth Ward.....	4	219	1379	.....	1598	1494	20
Tenth Ward.....	6	101	1313	29	1443	1282	21
Eleventh Ward.....	2	42	362	.....	404	341	4
Twelfth Ward.....	2	209	780	.....	989	920	10
Fourteenth Ward.....	2	75	1250	1	1326	1196	15
TOTALS.....	59	1939	10441	2001	14381	12912	299

The following shows the number of and attendance at private schools during the past thirteen years :

YEARS.	No. of Schools.	Number Attending.	Average Daily at- tending.	Number of Teachers.
1873.....	47	7164	.....	192
1874.....	50	8531	7493	216
1875.....	51	9269	7915	223
1876.....	52	9438	7943	234
1877.....	57	9437	8004	239
1878.....	55	9081	7739	222
1879.....	53	8927	7353	218
1880.....	48	9668	7406	211
1881.....	52	9400	8899	241
1882.....	56	10470	8970	256
1883.....	52	11970	10475	261
1884.....	57	13010	11301	291
1885.....	59	14172	11696	303
1886.....	59	14381	12812	299

TEACHERS OF MILWAUKEE PUBLIC SCHOOLS—For School Year ending July 3, 1887.

HIGH SCHOOL.

NAME OF TEACHERS.	POSITION.	CERTIFICATE.	Years' Experience in Milwaukee.	Annual Salary.
G. W. Peckham.....	Principal.....	Special.....	13	\$2500
A. J. Rogers.....	Teacher of Mathematics and Physical Science.....	Special.....	11	1500
Bernard A. Abrams.....	Teacher of German and French.....	Special Teacher of German.....	14	1500
H. D. Goodwin.....	Teacher of Latin.....	State University.....	3	1500
Chas. McLenegan.....	Teacher of English and Lat.....	Special.....	....	1400
Florilla K. Corbett.....	Assistant.....	City Normal Diploma.....	9-9	800
May M. Lakin.....	".....	City Normal Diploma.....	5	800
Annie E. Chamberlain.....	".....	State Normal Diploma.....	3-8	800
Catherine Lilly.....	".....	Special.....	2	800
Wm. M. Wheeler.....	".....	Special.....	1	800
Jennie Passmore.....	".....	Special.....	....	700

SPECIAL TEACHERS.

Wm. Ehlmann.....	Superintendent of Music.....	Special.....	5	\$1500
Caleb N. Harrison.....	" of Drawing.....	Special.....	2	1500
B. A. Abrams.....	" of German.....	Special Teacher of German.....	14	300

LIST OF TEACHERS—Continued.

FIRST DISTRICT SCHOOL.

NAME OF TEACHERS.	POSITION.	CERTIFICATE.	Years' Experience in Milwaukee.	Annual Salary.	
Walter W. White.....	Principal.....	Principal's Permanent.....	6	\$1500	
Maggie G. Vincent.....	First Assistant.....	State Normal.....	5	800	
Sarah Cullen.....	Assistant, 7th Grade.....	City Normal Diploma.....	5	650	
Anna M. Fagan.....	".....	Life Certificate.....	16	600	
Minnie I. Dunlap.....	".....	City Normal Diploma.....	10-3	600	
Lizzie A. Cunningham.....	".....	City Normal Diploma.....	8-3	600	
Fannie E. Starkey.....	".....	Assistant's.....	17	600	
Rosa M. Burke.....	".....	Assistant's.....	4-2	550	\$600 May 1, 1887.
Annie F. Bray.....	".....	Assistant's.....	7-3	600	
Mary Colgate.....	".....	Assistant's.....	6	600	
*Dora A. Desmond.....	".....	Assistant's.....	2-9	600	
Josephine Quinlan.....	".....	Assistant's.....	5-8	600	
Florence Winton.....	".....	Assistant's.....	5-7	600	
Helen M. Greenstade.....	".....	City Normal.....	2	550	
Wm. Promberger.....	".....	City Normal.....	9	450	\$500 October 1, 1886.
Dora Tyre.....	Teacher of German.....	German Permanent.....	10	1000	
Elvira Tanner.....	Special German Assistant.....	.....	.....	200	

* Granted one year's additional experience.

LIST OF TEACHERS—Continued.

FIRST DISTRICT PRIMARY SCHOOL.

NAMES OF TEACHERS.	POSITION.	CERTIFICATE.	Years' Experience in Milwaukee.	Annual Salary.
Albert Kagel.....	Principal.....	City Normal.....	2	\$700
Mary Monahan.....	Assistant.....	Assistant's.....	2	450

\$750 May 1, 1887.

SECOND DISTRICT SCHOOL.

NAMES OF TEACHERS.	POSITION.	CERTIFICATE.	Years' Experience in Milwaukee.	Annual Salary.
D. C. Luenig.....	Principal.....	Principal's.....	14	\$1500
Mary McCabe.....	First Assistant.....	Life Certificate.....	10-5	750
Dow B. Smith.....	Assistant, 7th Grade.....	Assistant's.....	4-3	650
Flora Dingwall.....	Assistant.....	City Normal.....	3	600
*Hattie F. King.....	".....	Assistant's.....	8-6	600
*Mary Madden.....	".....	Assistant's.....	6-5	600
Evelyn Otterol.....	" 7th Grade.....	Assistant's.....	9	650

*Granted one year's additional experience.

LIST OF TEACHERS—Continued.

SECOND DISTRICT SCHOOL—Continued.

NAMES OF TEACHERS.	POSITION.	CERTIFICATE.	Years' Experience in Milwaukee.	Annual Salary.
Laura Ransch.....	Assistant.....	Assistant's.....	6	\$600
Minnie Canty.....	".....	Assistant's.....	1	400
*Wilhelmina Whittaker.....	".....	State Normal Diploma.....	2	500
Alma Patek.....	Teacher of German.....	City Normal Diploma.....	2	600
Gustav Scholz.....	Teacher of German.....	Permanent German.....	10	1000

SECOND DISTRICT PRIMARY SCHOOL NO. 1.

P. Tiefenthaler.....	Principal.....	Principal's Permanent.....	15	\$1400
Julia Campbell.....	Assistant.....	City Normal Diploma.....	6	600
Leah Hermann.....	".....	Life Certificate.....	13	600
Amelia C. Demerath.....	Assistant Teacher of German.....	Life Certificate.....	15	650
Mathilda Haas.....	Assistant.....	Assistant's.....	8-2	600
John Sullivan.....	".....	Life Certificate.....	8-6	600
Susan Chapman.....	".....	City Normal Diploma.....	6	600

*Granted one year's additional experience.

LIST OF TEACHERS—Continued.

SECOND DISTRICT PRIMARY SCHOOL NO. 1.

NAMES OF TEACHERS.	POSITION.	CERTIFICATE.	Years' Experience in Milwaukee.	Annual Salary.	
Harriet McReynolds.....	Assistant.....	City Normal Diploma.....	1	\$500	
Wm. J. Boers.....	Assistant Teacher of German.....	City Normal Diploma.....	7-7	650	
Susan Houtkamp.....	Assistant.....	City Normal Diploma.....	1	500	
Cora M. Taylor.....	".....	Assistant's.....	1	450	\$500 June 1, 1887.
Salle Herz.....	".....	City Normal Diploma.....	5	600	
Elta M. Shirley.....	".....	Assistant's.....	2-1	550	\$600 June 1, 1887.
Frances Helmann.....	".....	City Normal Diploma.....	4-7	600	
Friedrich Wiener.....	Teacher of German.....	Trial German.....	.....	800	

SECOND DISTRICT PRIMARY SCHOOL NO. 2.

Mary L. McCutchan.....	Principal.....	State Normal.....	13	\$900	
Alice Rodée.....	Assistant.....	City Normal Diploma.....	7	600	
Carrie Tucker.....	".....	".....	3	550	
Mary Hotchkiss.....	".....	".....	1	500	
Cora Hunt.....	".....	Assistant's.....	.....	400	
Josephine Thien.....	Teacher of German.....	Assistant's.....	1	450	
Mamie Youngs.....	Director of Kindergarten.....	Kindergartener's.....	.....	400	
Elizabeth Treat.....	Assistant.....	Kind. Assistant's.....	.....	350	

THIRD DISTRICT SCHOOL.

Patrick Donnelly.....	Principal.....	Principal's.....	16	\$1500	
Maria Tyrrell.....	First Assistant.....	Life Certificate.....	15	750	\$800 May 1, 1887
Nora Malloy.....	Assistant.....	Assistant's.....	4	550	

LIST OF TEACHERS—Continued.

THIRD DISTRICT SCHOOL—Continued.

NAMES OF TEACHERS.	POSITION.	CERTIFICATE.	Year's Experience in Milwaukee	Annual Salary.
Mary E. Galligan.....	Assistant.....	Life Certificate.....	15	\$600
Mary T. Hickey.....	".....	Assistant's.....	9	600
Nellie M. Rice.....	".....	".....	....	400
Anna Frawley.....	".....	".....	8-3	600
Kittie Hickey.....	".....	".....	10	600
Bridget O'Donnell.....	".....	".....	10-1	600
Alice Malloy.....	".....	".....	7-4	600
Rosa Clarke.....	".....	".....	5-3	600
Peter M. Bach.....	".....	Permanent German.....	11	1000
Anna Galligan.....	Dir. of Kindergarten.....	City Normal Diploma.....	1-4	500
Minnie Gartland.....	Assistant.....	Kindergarten Assistant's.....	....	350

\$550 Jan. 1, 1887.

FOURTH DISTRICT SCHOOL.

Wm. J. Desmond.....	Principal.....	Principal's.....	7-5	\$1400
Mary Richardson.....	First Assistant.....	Life Certificate.....	19	800
Edith Holcombe.....	Assistant.....	Assistant's.....	1	550
Ann E. Johnson.....	".....	City Normal Diploma.....	8	600

LIST OF TEACHERS—Continued.

FOURTH DISTRICT—Continued.

NAMES OF TEACHERS.	POSITION.	CERTIFICATE.	Year's Experience in Milwaukee.	Annual Salary.	
Sarah W. Chapman	Assistant.	Life Certificate	19	\$600	
Jane F. Mellen.....	"	City Normal Diploma.....	.5	450	\$500 Feb. 1, 1887.
Hattie E. Graham.....	"	City Normal Diploma.....	9	600	
* Anna A. Slawson.....	"	Assistant's	8	600	
Mary A. Atwood.....	"	Life Certificate.....	13-4	600	
Carrie Barret	"	City Normal.....	3	600	
* Hattie E. Smith.....	"	State Normal.....	3	650	
Callie Bray.....	"	City Normal.....	3	600	
* Lillie Moss.....	"	Assistant's.....	4-5	600	
* Alice Maloney.....	"	"	2-8	500	\$550 Nov. 1, 1886.
Hermann Weihe.....	Teacher of German.....	Trial German.....	1	800	
Mary L. Lugg.....	Director of Kindergarten.....	City Normal Diploma.....	1-6	500	550 Jan. 1, 1887.

*Granted one year's additional experience.

LIST OF TEACHERS—Continued.

FIFTH DISTRICT SCHOOL.

NAMES OF TEACHERS.	POSITION.	CERTIFICATE.	Years' Experience in Milwaukee.	Annual Salary.	
*Sanford A. Hooper.....	Principal.....	Unlimited State.....	3-1	\$1500	
*Mary B. Peterson.....	First Assistant.....	Assistant's.....	6	750	
*Ella D. Punch.....	Assistant.....	".....	5	600	
Margaret Jane Radcliffe....	".....	City Normal Diploma.....	5-2	600	
Lizzie V. Moore.....	".....	Assistant's.....	5-3	600	
Maggie French.....	".....	".....	....	400	
Hattie White.....	".....	State Normal Diploma.....	4	600	
Ursuline M. Senti.....	Special Asst. Teach. of Germ'n	City Normal Diploma.....	2	600	
Della Doyle.....	Assistant.....	Assistant's.....	11-2	600	
Alice Brown.....	".....	".....	4-2	550	\$600 May 1, 1887.
Julia Culligan.....	".....	City Normal Diploma.....	1-9	500	550 Oct. 1, 1886.
Helen Griffiths.....	".....	".....	2	550	
Emma Knepper.....	Teacher of German.....	Permanent German.....	14	1000	
Lorense Wiborg.....	Assistant.....	City Normal Diploma.....	1	500	
*Julia Palmer.....	".....	Assistant's.....	1	550	
Emily Poulter.....	Asst. Teacher of German.....	City Normal Diploma.....	1	550	

LIST OF TEACHERS—Continued.

FIFTH DISTRICT PRIMARY SCHOOL.

NAMES OF TEACHERS.	POSITION.	CERTIFICATE.	Years' Experience in Milwaukee.	Annual Salary.
Louisa A. Morehouse.....	Principal.....	Life Certificate.....	14	\$1000
Ella Harkins.....	Assistant.....	City Normal Diploma.....	8-2	600
Alice Spinney.....	".....	City Normal Diploma.....	3	600
Eva Reik.....	".....	Assistant's.....	.....	400
Alice Grey.....	".....	Assistant's.....	3	550
Margaret Cheyne.....	".....	City Normal Diploma.....	2	550
*Hattie Watkins.....	".....	Assistant's.....	1-2	550
Maria A. Schnette.....	Kindergartener.....	Kindergartener's.....	4	600
Ida Tutkin.....	Asst. Kindergartener.....	Kindergartner's.....	3	450

\$600 June 1, 1887.

SIXTH DISTRICT SCHOOL.

Jacob Wahl.....	Principal.....	Principal's.....	28	\$1500
Jennie Murphy.....	First Assistant.....	Life Certificate.....	26	800
Ellen F. Murphy.....	Assistant.....	City Normal Diploma.....	12	650
Frances Mellon.....	Assistant, 7th Grade.....	Assistant's.....	12	650

*Granted one year's additional experience.

LIST OF TEACHERS—Continued.

SIXTH DISTRICT SCHOOL—Continued.

NAME OF TEACHERS.	POSITION.	CERTIFICATE.	Years' Experience in Milwaukee.	Annual Salary.
Libbie J. Quinlan.....	Assistant.....	Assistant's.....	12	600
Mary A. Foran.....	".....	Life Certificate.....	13	600
Mary J. Hogan.....	".....	Assistant's.....	12	600
Sarah E. B. Bolton.....	".....	".....	6-4	600
Helen Emerson.....	".....	".....	22	600
Bertha Kahn.....	Spec'l Asst. Teacher of German.....	City Normal Diploma.....	8	650
Kate Brennan.....	Assistant.....	State Normal Diploma.....	10-5	600
Julius Torney.....	Assistant.....	City Normal Diploma.....	3	600
Adeline Kahn.....	".....	City Normal Diploma.....	2	550
Louise Nieser.....	".....	City Normal Diploma.....	1	500
May Phillips.....	Assistant.....	Assistant's.....	....	400
Minnie Clarke.....	".....	".....	....	400
Jennie Mellon.....	".....	City Normal Diploma.....	1	500
Laura von Cotzhausen.....	Teacher of German.....	Permanent German.....	13	1000

*Granted one year's additional experience.

LIST OF TEACHERS—Continued.

SIXTH DISTRICT PRIMARY SCHOOL NO. 1.

NAME OF TEACHERS.	POSITION.	CERTIFICATE.	Years' Experience in Milwaukee.	Annual Salary.
P. H. Shaugnessy.....	Principal.....	Life Certificate.....	11-7	\$1150
Dell Sabin.....	Assistant.....	City Normal Diploma.....	9-4	600
*Mary G. Murphy.....	".....	Assistant's.....	8-2	600
Julia Wepf.....	".....	City Normal Diploma.....	8	600
Anna McHugh.....	".....	" " ".....	8	600
Julia Kaufer.....	".....	" " ".....	10	600
Annie Dignan.....	".....	" " ".....	9	600
*Jessie McBeath.....	".....	Assistant's.....	1	550
Anna C. Minn.....	".....	Life Certificate.....	14	600
Catherine Hines.....	".....	City Normal Diploma.....	8-7	600
Hattie Cather.....	".....	City Normal Diploma.....	1	500
Julius Rathmann.....	Teacher of German.....	Trial German.....	.....	800

*Granted one year's additional experience.

LIST OF TEACHERS—Continued.

SIXTH DISTRICT PRIMARY SCHOOL NO. 2.

NAMES OF TEACHERS.	POSITION.	CERTIFICATE.	Years' Experience in Milwaukee.	Annual Salary.	Years' Experience in Milwaukee.
Frank Kroening.....	Principal.....	City Normal Diploma.....	4	\$850	
Maggie M. Harper.....	Assistant.....	City Normal Diploma.....	9-8	600	
Emma Emmerich.....	Spec'l Asst. Teach'r of German.....	City Normal Diploma.....	3	650	
Mary McPhillips.....	Assistant.....	Assistant's.....	1-2	400	\$450 May 1, 1887.
Fannie Malloy.....	".....	City Normal Diploma.....	3-8	600	
Fannie Herbst.....	".....	City Normal Diploma.....	1-9	500	\$550 October 1, 1886.
Sara Gregg.....	".....	Assistant's.....	....	400	
Ada Terhorst.....	".....	".....	2	450	

SEVENTH DISTRICT SCHOOL.

Lewis Funk.....	Principal.....	Principal's Partial.....	....	\$1400	
Ella M. Henry.....	First Assistant.....	State University.....	1	700	
*Susan E. Greer.....	Assistant.....	Assistant's.....	1-5	450	\$500 Feb. 1, 1887.
Anna J. Goldie.....	".....	City Normal Diploma.....	11	600	
D. Agnes Carpenter.....	".....	Assistant's.....	7	650	
Louise R. King.....	".....	City Normal Diploma.....	8	600	
Lizzie G. Hayden.....	".....	City Normal Diploma.....	8-6	600	
Jennie Hastings.....	".....	Assistant's.....	3-3	550	600 April 1, 1887.
Sarah B. Havens.....	".....	City Normal Diploma.....	8-9	600	

LIST OF TEACHERS—Continued.

SEVENTH DISTRICT SCHOOL—Continued.

NAMES OF TEACHERS.	POSITION.	CERTIFICATE.	Year's Experience in Milwaukee.	Annual Salary.
Clara P. Yates.....	Assistant.....	Assistant's.....	1	\$400
Lottie Markwell.....	".....	City Normal Diploma.....	3	600
Fannie Hayden.....	".....	City Normal Diploma.....	3	600
*Henrietta Fellows.....	".....	Assistant's.....	1	600
Frances Walsh.....	Kindergartener.....	City Normal Diploma.....	1-8	500
Leo Stern.....	Teacher of German.....	Trial German.....	2	1000
Alma Wilke.....	Spec'l Asst., Teacher of Germ.....			\$550 Nov. 1, 1886.

EIGHTH DISTRICT SCHOOL.

D. W. Mackay.....	Principal.....	Principal's.....	8-5	400
Lilius Steel.....	First Assistant.....	Life Certificate.....	8-9	750
Della Guile.....	Assistant.....	Life Certificate.....	9-3	600
*Florence Hill.....	".....	Assistant's.....		400
Henry Boers.....	Spec'l Asst., Teacher of Germ.....	City Normal Diploma.....	1	550
Helen Mooers.....	Assistant.....	Assistant's.....	1	400
*Abbie White.....	".....	State Normal Diploma.....	5-8	600
*Julia Parsons.....	".....	Assistant's.....	1-2	550
Mary B. Johnson.....	".....	".....	5-6	600

* Granted one year's additional experience.

LIST OF TEACHERS—Continued.

EIGHTH DISTRICT SCHOOL—Continued.

NAMES OF TEACHERS.	POSITION.	CERTIFICATE.	Years' Experience in Milwaukee.	Annual Salary.
Tessie Brassil.....	Assistant.....	City Normal Diploma.....	5	\$600
*Elizabeth Kelly.....	"	Assistant's.....	4-8	600
Hattie Schuette.....	"	City Normal Diploma.....	1	550
Victor Berger.....	Teacher of German.....	German Permanent.....	3	1000

EIGHTH DISTRICT PRIMARY SCHOOL NO. 1.

Charlotte Bergwall.....	Principal.....	Life Certificate.....	13	\$950
Viola Richardson.....	Assistant.....	City Normal Diploma.....	4	600
*Lizzie Jones.....	"	Assistant's.....	1-2	400
*Winifred Jones.....	"	"	1-5	550
Jessie Wormis.....	Asst. Teacher of German.....	City Normal Diploma.....	.....	450
Ella L. Weide.....	Kindergartner.....	Kindergartner's.....	2-6	550
Emma Schreiner.....	Asst. Kindergartner.....	"	.....	350

EIGHTH DISTRICT PRIMARY SCHOOL NO. 2.

Dominic Schuler.....	Principal.....	State University.....	4	\$950
Ida Battell.....	Assistant.....	Assistant's.....	1	500
*Nellie Minehan.....	"	Assistant's Trial.....	.....	550
Lizzie Dingwall.....	Kindergartner.....	Kindergartner's.....	2-6	550
Jennie Helland.....	Assistant.....	"	.....	350

NINTH DISTRICT SCHOOL.

H. O. R. Siefert.....	Principal.....	Principal's.....	7	\$1500
Sarah Carroll.....	Assistant.....	City Normal Diploma.....	9	800

*Granted one year's additional experience.

LIST OF TEACHERS—Continued.

NINTH DISTRICT SCHOOL—Continued.

NAMES OF TEACHERS.	POSITION.	CERTIFICATE.	Years' Experience in Milwaukee.	Annual Salary.
Ellen L. Hickey.....	Assistant.....	Assistant's.....	15	\$600
Lillie Dillon.....	".....	".....	4	500
Winifred Blackman.....	".....	".....	.....	400
Marie H. Bach.....	".....	".....	6-2	600
*Katie F. Dignan.....	".....	".....	13	600
Ella Evans.....	".....	".....	4	550
Lizzie McManus.....	".....	".....	13	600
Rachel Becker.....	".....	City Normal Diploma.....	1	500
Margaret Clark.....	".....	Assistant's Trial.....	.....	400
Jennie Dunk.....	".....	City Normal Diploma.....	1	500
Mary Toombs.....	".....	Life Certificate.....	15-8	600
Laura Haase.....	Special Asst. Teacher of Germ	State Normal Diploma.....	.....	450
Agnes Cunningham.....	Assistant.....	State Normal Diploma.....	.....	400
Ellen Finan.....	".....	Assistant's.....	2	550
Julia A. West.....	".....	Assistant's Trial.....	.....	400
Avis Waterbury.....	".....	".....	.....	400

LIST OF TEACHERS—Continued.

NINTH DISTRICT SCHOOL—Continued.

NAME OF TEACHERS.	POSITION.	CERTIFICATE.	Years' Experience in Milwaukee.	Annual Salary.
Emily Sartow.....	Assistant.....	City Normal Diploma.....	4	\$600
Aug. Warnecke.....	Teacher of German.....	Permanent German.....	9	1000

NINTH DISTRICT PRIMARY SCHOOL.

Daniel B. Corcoran.....	Principal.....	Life Certificate.....	14	\$950
Sophia Heid.....	Asst. Teacher of German.....	Assistant's.....	6-8	650
Magdalena Schleiss.....	" ".....	City Normal Diploma.....	4	650
Bertha Riebe.....	Assistant.....	City Normal Diploma.....	2	550
Sarah H. Richards.....	".....	Life Certificate.....	5-3	600
Jennie Bennisch.....	".....	Assistant's.....	8	600

TENTH DISTRICT SCHOOL.

John A. Diedrichsen.....	Principal.....	City Normal Diploma.....	13	\$1500
Susan West.....	First Assistant.....	City Normal Diploma.....	7	800
Tillie Lynch.....	Assistant.....	Life Certificate.....	12	600
Minnie Diedrichsen.....	".....	City Normal Diploma.....	3	650

LIST OF TEACHERS—Continued.

'TENTH DISTRICT SCHOOL—Continued.

NAMES OF TEACHERS.	POSITION.	CERTIFICATE.	Years' Experience in Milwaukee.	Annual Salary.
Addie Graham.....	Assistant	City Normal Diploma.....	8-7	\$600
Frances Kippenberger.....	Asst. Teacher of German.	City Normal Diploma.....	9	650
Alma Grant.....	Assistant	Assistant's.....	14	600
Mary E. Birmingham.....	" 7th Grade.	"	6-6	650
*Robert Miller.....	"	Assistant's Trial.....	....	450
Eliza Allen.....	"	City Normal Diploma.....	3-6	600
Kittie Malloy.....	"	Assistant's.....	....	400
Clara Oldeweldt.....	Asst. Teacher of German.	City Normal Diploma.....	4	650
Mary Krueger.....	Assistant.	"	2	550
Bertha Warth.....	Asst. Teacher of German.....	"	4	650
Emma Luebk.....	"	"	4	650
*Jessie Christie.....	Assistant.....	Assistant's.....	3-9	600
Emma Wechselberg.....	"	Kindergartener's.....	3	500
Mary Evans.....	"	Assistant's.....	....	400
Wilmina Marshall.....	Kindergartener.	Kindergartner's	1-9	550
Bertha Heid.....	Asst. Kindergartener.....	" .....	....	350
Joseph Baldauf.....	Teacher of German.....	Permanent German.....	15	1000

*Granted one year's additional experience.

\$600 October 1, 1886.

LIST OF TEACHERS—Continued.

TENTH DISTRICT PRIMARY SCHOOL NO. 1.

NAMES OF TEACHERS.	POSITION.	CERTIFICATE.	Years' Experience in Milwaukee.	Annual Salary.
Maria Bivins.....	Principal.....	State Normal Diploma.....	13	\$850
Rose Terhorst.....	Assistant.....	Assistant's.....	8	600
Lina Wagner.....	Asst. Teacher of German.....	City Normal Diploma.....	3	650
Minnie Campbell.....	Assistant.....	Assistant's.....	.....	400
Anna A. Busack.....	Asst. Teacher of German.....	City Normal Diploma.....	3-9	650
Isabella Chase.....	Assistant.....	State Normal Diploma.....	.....	400
Georgia Miller.....	Kindergartner.....	Kindergartner's.....	2	450

TENTH DISTRICT PRIMARY SCHOOL NO. 2.

John Ulrich.....	Principal.....	State Normal Diploma.....	3	\$850
Lizzie Harris.....	Assistant.....	City Normal Diploma.....	2-8	550
Anna M. Reynolds.....	".....	City Normal Diploma.....	2	550
Emma Appleyard.....	".....	State Normal Diploma.....	.....	400
Anna Wilmer.....	".....	State Elm. Certificate.....	2-7	450
Alvine Frahm.....	Asst. Teacher of German.....	City Normal Diploma.....	1	500

\$600 Nov 1, 1886.

500 Dec. 1, 1886.

LIST OF TEACHERS—Continued.
ELEVENTH DISTRICT SCHOOL.

NAMES OF TEACHERS.	POSITION.	CERTIFICATE.	Years' Experience in Milwaukee.	Annual Salary.
Henry D. Hesse.....	Principal.....	City Normal Diploma.....	6	\$1400
Caroline West.....	First Assistant.....	State Normal Diploma.....	9	750
Kate Kenney.....	Assistant.....	City Normal Diploma.....	2	550
Theodore Olsen.....	".....	".....	1	500
Margaret Foulkes.....	".....	State Normal Diploma.....	.....	400
Mary E. Taylor.....	" 7th Grade.....	".....	9	650
Kate Gardner.....	".....	City Normal Diploma.....	5-6	600
Elizabeth O'Sullivan.....	".....	State Normal Diploma.....	.....	400
Nettie E. Hall.....	".....	Assistant's.....	.....	400
Anna Brennan.....	".....	City Normal Diploma.....	2	500
Kate Krausbach.....	".....	City Normal Diploma.....	3	600
Isabella Houdel.....	".....	City Normal Diploma.....	1	500
Gertrude Schmidt.....	Spec'l Asst. Teacher of Germ.....	City Normal Diploma.....	3	650
Jennie McHugh.....	Assistant.....	Assistant's Trial.....	.....	400
Julia Dalberg.....	".....	".....	.....	400
Emma Wick.....	Kindergartner.....	Kindergartner's.....	1-5	500
Maria Driscoll.....	Asst. Kindergartner.....	".....	.....	350

\$550 Feb. 1, 1887.

LIST OF TEACHERS—Continued.

TWELFTH DISTRICT SCHOOL.

NAMES OF TEACHERS.	POSITION.	CERTIFICATE.	Year's Experience in Milwaukee.	Annual Salary.
*Walter Allen.....	Principal.....	State Normal Diploma.....	1	\$1500
Eva E. Calmerton.....	First Assistant.....	Assistant's.....	5	800
*Leora Clay.....	Assistant.....	State Normal Diploma.....	5-8	600
Lydia M. Reik.....	".....	City Normal Diploma.....	8	600
*Ahee Neil.....	".....	Assistant's.....	4-2	600
Emma Corbett.....	".....	Life Certificate.....	8-5	600
Kittie Keogh.....	".....	City Normal Diploma.....	7	450
Clara M. Barber.....	".....	".....	6-6	600
Lucy Culligan.....	".....	State Normal Diploma.....	.....	400
Maggie E. Costello.....	".....	City Normal Diploma.....	5	600
Emma O. Cleaver.....	".....	State Certificate.....	2-5	550
*Gail Calmerton.....	".....	Assistant's.....	3-4	550
*Emma J. Gardner.....	".....	".....	3	650
*Adelaide Bird.....	".....	".....	3-9	600
Louise Haessler.....	Spec'l Asst. Teacher of German.....	City Normal Diploma.....	2	300

*Granted one year's additional experience.

TWELFTH DISTRICT SCHOOL.—Continued.

NAMES OF TEACHERS.	POSITION.	CERTIFICATE.	Years' Experience in Milwaukee.	Annual Salary.
Ellen Galigan.....	Kindergartner.....	City Normal Diploma.....	5	450
Adelaide Wilson.....	Asst. Kindergartner.,.....	Kindergartner's.....	....	350
Max Grossmann.....	Teacher of German.....	Permanent German.....	3-8	1000

TWELFTH DISTRICT PRIMARY SCHOOL.

Kate McCabe.....	Principal.....	City Normal Diploma.....	11	\$750
Stasia Culligan.....	Assistant.....	Assistant's.....	8	600
Rose A. Cook.....	".....	City Normal Diploma.....	4	600
Georgina Dempsey.....	".....	City Normal Diploma.....	5	600
Louise Haessler.....	Special Asst. Teacher of German.....	City Normal Diploma.....	2	300
Bessie J Grey.....	Kindergartner.....	Kindergartner's.....	3	600
Nellie Campbell.....	Assistant.....	Kindergartner's.....	....	350

\$800 May 1, 1887

THIRTEENTH DISTRICT SCHOOL.

F. C. Lau.....	Principal.....	Principal's.....	22	\$1500
Isabella Welch.....	First Assistant.....	Assistant's.....	2-6	750
Lydia D. Cummings.....	Assistant.....	Life Certificate.....	10-5	600
Josephine Murphy.....	".....	Assistant's.....	9-4	600
Ida Carter.....	".....	".....	....	400
Clara D. Farrington.....	".....	".....	20	600
Fred Fass, Jr.....	".....	City Normal Diploma.....	6	600
Mary Follett.....	".....	State Normal Diploma.....	....	400
Norma Roesch.....	".....	Assistant's.....	8	850
Agnes Fahsel.....	Special Asst. Teacher of German.....	City Normal Diploma.....	3	650
*Jennie Bonfoey.....	Assistant.....	Assistant's.....	....	550
Mary F. Hickey.....	".....	".....	....	400

\$400 Nov. 1, 1886.

*Granted one year's additional experience.

LIST OF TEACHERS—Continued.

THIRTEENTH DISTRICT SCHOOL—Continued.

NAME OF TEACHERS.	POSITION.	CERTIFICATE.	Years' Experience in Milwaukee.	Annual Salary.	
Mary L. Graves.....	Assistant.....	Assistant's.....	6-4	\$600	
Grace Blackman.....	".....	".....	5	600	
Hattie B. Merrill.....	".....	City Normal Diploma.....	3	600	
Mary A. Northen.....	".....	State Normal Diploma.....	1-5	500	\$550 Feb. 1, 1887.
Carrie A. Wahl.....	".....	City Normal Diploma.....	11	600	
Otto Spehr.....	Teacher of German.....	Partial German.....	.....	800	

THIRTEENTH DISTRICT PRIMARY SCHOOL.

Wm. Fahey.....	Principal.....	Assistant's.....	8-5	\$850	
Pauline Rother.....	Assistant Teacher of German.....	City Normal Diploma.....	3	600	
Kate Ryan.....	".....	Assistant's.....	2-1	500	\$550 June 1, 1887.
Edith Thornberry.....	".....	City Normal Diploma.....	1-5	500	\$550 Feb. 1, 1887.

LIST OF TEACHERS—Continued.
FOURTEENTH DISTRICT SCHOOL.

NAMES OF TEACHERS.	POSITION.	CERTIFICATE.	Years' Experience in Milwaukee.	Annual Salary.
Arthur Burch.....	Principal.....	Principal's Partial.....	.....	\$1400
*Elizabeth Wooster.....	First Assistant.....	State Normal Diploma.....	6	800
Ida Olsen.....	Assistant.....	" ".....	.....	400
Ella V. Bray.....	".....	Life Certificate.....	18	600
Lillie Culver.....	".....	City Normal Diploma.....	2-5	400
Julia A. Koerner.....	" 7th Grade.....	" ".....	10-7	600
*Mudge E. Holston.....	".....	Assistant's.....	7-1	600
Lucretia I. Moulton.....	".....	City Normal Diploma.....	9	600
Lizzie Bray.....	".....	Life Certificate.....	19	600
*Anna M. Spain.....	".....	State Elm. Certificate.....	1	550
Margaret M. Conkling.....	".....	State Normal Diploma.....	4-8	600
Mary Rockwell.....	".....	City Normal Diploma.....	2	550
Mary E. Hayes.....	".....	Assistant's.....	.....	400
*Hattie M. Spence.....	".....	".....	6	550

18600 Jan. 1, 1887.

*Granted additional experience.

LIST OF TEACHERS—Continued.

FOURTEENTH DISTRICT SCHOOL—Continued.

NAMES OF TEACHERS.	POSITION.	CERTIFICATE.	Year's Experience in Milwaukee	Annual Salary.
Mary J. McCullough.....	Kindergartner.....	Kindergartner's	5-9	\$600
Martha Post.....	Asst. Kindergartner.....	" "	1-8	400
Julia A. Kuepper.....	Teacher of German.....	German Permanent.....	10-6	1000
Ray Bernstein.....	Spec'l Asst. Teacher of German	.....	.....	200

FOURTEENTH DISTRICT PRIMARY SCHOOL.

Mary Hill.....	Principal.....	Life Certificate.....	18	\$800
Mary F. Gillick.....	Assistant.....	Assistant's .....	.....	400
Anna Teall.....	Kindergartner.....	Kindergartner's	2	550

FIFTEENTH DISTRICT SCHOOL.

M. H. Cooke.....	Principal.....	Principal's	16-6	\$1500
F. A. Camann.....	Teacher of German.....	Permanent German.....	6-3	1000
Lillian Carroll.....	Assistant.....	City Normal Diploma.....	1-5	500
Ada Bellows.....	"	Assistant's .....	.....	400
*Rosa Schwendener.....	" Teacher of German..	State Normal Diploma.....	5	650
Lillian Reynolds.....	" .....	" .....	.....	400

*Granted one year's additional experience.

\$550 Feb. 1, 1887.

LIST OF TEACHERS—Continued.

FIFTEENTH DISTRICT SCHOOL—Continued.

NAME OF TEACHERS.	POSITION.	CERTIFICATE.	Years' Experience in Milwaukee.	Annual Salary.
Lina Brooks.....	Assistant.....	City Normal Diploma.....	5-6	\$600
*Kirtie Jones.....	".....	State Elm. Certificate.....	2	500
Belle Reichenbaum.....	Asst. Teacher of German.....	City Normal Diploma.....	1	550
Florence Rodce.....	Assistant.....	".....	1	500
*Sarah Melhree.....	".....	Assistant's.....	16	450
Agnes McIlroy.....	".....	".....	.....	400
Marietta Smith.....	Director of Kindergarten.....	Kindergartner's.....	1	500
Amelia Pfoertsch.....	Asst. Kindergartener.....	".....	.....	350

\$500 April 1, 1887.

DAY SCHOOL FOR DEAF MUTES.

Paul Binner.....	Principal.....	Special.....	2	\$1500
*Louise Slocum.....	Assistant.....	Special.....	1	500
Frances Wettstein.....	".....	Special.....	1	400
Mary Marvin.....	".....	Special.....	.....	400
Emma Rogers.....	".....	Special.....	.....	400

* Granted one year's additional experience.

*SEVENTEENTH DISTRICT SCHOOL.

NAMES OF TEACHERS.	POSITION.	CERTIFICATE.	Years' Experience in Milwaukee.	Annual Salary.
Herbert J. Menzies.....	Principal.....	.....	.....	\$1400
Ellen M. Drake.....	Assistant.....	.....	.....	600
Addie Hickman.....	".....	.....	.....	500
Alice Bird.....	".....	.....	.....	450
Lizzie McGuigan.....	".....	.....	.....	450
Jennie G. Parkes.....	".....	.....	.....	400
Mary Melver.....	".....	.....	.....	400
Hattie McCreedy.....	".....	.....	.....	400
Edith Kamloh.....	".....	.....	.....	400
Mary Starkey.....	".....	.....	.....	450

*SEVENTEENTH DISTRICT PRIMARY SCHOOL.

Maria M. Tooley.....	Principal.....	.....	\$500
Mary Fallon.....	Assistant.....	.....	400

*This school is located in the Seventeenth ward of the city, which contains the territory known as Bay View until March 8, 1887.

Department of Public Schools.

PUBLIC SCHOOLS OF THE CITY OF MILWAUKEE,

Their names and location, and estimated value of Lots, Buildings, Furniture, Apparatus and Books of Reference,

WARD.	NAME OF SCHOOL.	NUMBER OF LOTS.	No of Blocks.	STREET.	ESTIMATED VALUATION.				
					Lots.	Buildings.	Furniture.	Apparatus.	Books of Reference.
I.....	High School.....	4 Block.....	67	Cor. Cass and Knapp Sts.....	\$ 12000	\$ 61000	\$ 3700	\$ 1091	\$ 1116
	First District.....	29, 30, 31, 32, 33, 34....	A	Cass between Pleasant and Brady	10000	24000	2175	160	815
	First District Branch..	Six Acre Tract.....		Cor. Prospect and Maryland Aves..	2000	2000	209	51	27
II.....	Second District.....	13, 14, 15.....	200	Tenth, bet. Chestnut and Prairie..	10000	21000	1654	101	146
	Second Dist. Pr. No. 1.	15, 16, 17.....	197	Ninth, cor. Chestnut.....	12000	22000	2118	25	61
	Fifteenth District.....	1, 2.....	5	Cold Spring Av. and 20th St.....	7000	23000	1513	102	48
III.....	Second Dist. Pr. No. 2.	11, 12, 13.....	159	Cor. Seventh and Prairie.....	7000	5000	701	101	68
	Third District.....	7, 8, 9.....	26	Detroit, cor. Jackson.....	10000	30000	1831	115	154
	Fourth District.....	3, 8, 9, 10.....	64	Eighth, cor. Sycamore.....	20000	51500	2411	65	408
IV.....	Fourteenth District....	1, 2, 3, 4, 15, 17, 18.....	22	Cedar, between 18th and 19th.....	12000	40000	2570	152	372
	Fourteenth Dist. Br'ch	5, 6, 7, 8.....	6	Washington Av., S. of Grand Av.	2000	5500	331	77	16
	Fifth District.....	1, 3, 3.....	30	Hanover, cor. Park.....	16250	65000	2895	174	425
V.....	Fifth District Primary	6, and S. 15 feet of 5.....	102	Cor. Greenbush and Walker.....	4000	8000	1623	67	83

Public Schools of the City of Milwaukee, their Names and Location, Etc.—Continued.

Secretary's Report.

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			\$ 10000	\$ 20000	\$ 4331	\$ 340	\$ 382
VI... Sixth District.....	14, 2, 3.....	24 Fourth, bet. Court and Galena.....					
Sixth Dist. Pr. No. 1.....	12, 13, 16.....	67 Cor. Beaubian and Fourth.....	8000	12000	1733	89	101
Sixth Dist. Pr. No. 2.....		Island Ave., near Harmon.....	5000	15000	822	77	25
VII.. Seventh District.....	7, 8, 9.....	68 Jefferson, bet. Martin & Division..	17000	43000	2000	151	331
VIII. Eighth District.....	7, 9, 11, 13.....	28 Cor. Mineral St. and Seventh Ave.	8000	22000	1751	56	298
Eighth Dist. Pr. No. 1.....	1 and 2.....	11 Cor. Fifth Ave. and Madison St....	4300	11000	1126	60	112
Eighth Dist. Pr. No. 2.....	1, 2, 3, 4, 5, 6.....	26 Mineral St. and Sixteenth Ave.....	5000	29000			
IX... Ninth District.....	1, 4, 5 and North $\frac{1}{2}$ of 8.	12 Fourteenth, cor. Galena.....	11000	37000	3783	340	200
Ninth Dist. Primary.....	12, 13, 14, 15.....	256 Cor. Brown and Twentieth.....	2000	3000	526	8	8
Tenth District.....	6, 7, 8, 9, 10, 11, 12, 13.	29 Twelfth, near Lloyd.....	9000	28000	6240	140	230
Tenth Dist. Pr. No. 1.....	7 and 8.....	9 Tenth, north of Walnut.....	3000	7000	1019	88	54
Tenth Dist. Pr. No. 2.....	3, 4, 5, 6.....	1 Cor. Centre and Twelfth.....	2700	5000	1145	68	27
XI... Eleventh District.....	12, 23 & 1585-1000 acre	15 Cor. Tenth and Forest Home Ave.	8000	29000	3229	44	96
XII.. Twelfth District.....	4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15.....	151 Hanover, Near Mitchell.....	12000	30000	3270	102	212
Twelfth Dist. Primary.....	7, 8, 9, 10.....	2 Winchester Ave.....	7500	25000			
XIII Thirteenth District.....	Part Lot A. N. E $\frac{1}{4}$ Sec.	Centre.....	5000	32000	3163	237	88
Thirteenth Dist. Br'ch.....		Cor. Lee and Wall St.....	1500	6600	677	14	34
Totals.....			243250	712600	58546	4095	5937

NAMES AND SALARIES OF JANITORS

OF THE MILWAUKEE PUBLIC SCHOOLS,

For the year ending Aug. 31, 1877.

SCHOOL.	NAME.	RESIDENCE.	Salary from May to Nov.	Salary from Nov. to May.
High.	James Davis.....	736 Franklin St.....	\$70.00	\$75.00
First District.....	John Armstrong.....	Cor. Brady & Marshall	50.00	65.00
First District Primary	Mary Scott.....	.....	13.00	20.00
Second District.....	Louise Fritsche.....	931 Winnebago St.....	50.00	60.00
Second Dist. Pr. No. 1	Aug. Wegehaupt.....	.....	50.00	60.00
Second Dist. Pr. No. 2	Leonhard Geissman..	387 Sixth St.....	55.00	65.00
Third District.....	Alice Edge.....	320 Jackson St.....	50.00	60.00
Fourth District.....	F. W. Mueller.....	.....	50.00	65.00
Fifth District.....	Chas. Jaentsch.....	.....	50.00	65.00
Fifth District Primary	Anna Kruger.....	132 Reed St.....	45.00	55.00
Sixth District.....	William Sturm.....	459 Fifth St.....	55.00	70.00
Sixth Dist. Pr. No. 1..	Jacob Spengler.....	430 Beaubian.....	45.00	55.00
Sixth Dist. Pr. No. 2..	Oscar Baerecke.....	.....	33.00	40.00
Seventh District.....	Frederick West.....	585 Jefferson St.....	55.00	70.00
Eighth District.....	Joseph Kendrick.....	389 Seventh Av.....	50.00	60.00
Eighth Dist. Primary..	Alvina Friedrich.....	.....	33.00	40.00
Eighth Dist. Pr. No. 2.	Henry Rintelmann....	.....	35.00	45.00
Ninth District.....	Henry Grundmann....	School Building.....	55.00	70.00
Ninth District Primary	Wilhelmina Tegoy....	.....	35.00	40.00
Tenth District.....	F. Schwaneberg.....	729 Fourteenth St.....	55.00	70.00
Tenth Dist. Pr. No. 1..	Wm. Fels.....	574 Tenth St.....	33.00	40.00
Tenth Dist. Pr. No. 2..	August Maas.....	.....	33.00	40.00
Eleventh District.....	C. J. Hall.....	.....	55.00	65.00
Twelfth District.....	Gustav Hering.....	.....	55.00	70.00
Twelfth Dist. Primary	Wm. Potthauer.....	.....	35.00	45.00
Thirteenth District.....	John Weber.....	146 Center St.....	50.00	60.00
Thirteenth Dist. Pr....	Friedricke Ehlers.....	.....	20.00	30.00
Fourteenth District.....	Fred Wessel.....	390 Nineteenth St.....	50.00	65.00
Fourteenth Dist. Pr....	Bridget Sheridan.....	.....	20.00	30.00
Fifteenth District.....	Henry Bruns.....	.....	50.00	60.00
Seventeenth District...	Wm. Welch.....	.....	55.00	55.00
Seventeenth Dist. Pr...	Chas. Baker.....	.....	25.00	25.00



RULES AND REGULATIONS

OF THE

SCHOOL BOARD

OF THE

CITY OF MILWAUKEE, WIS.

Ordered printed in the Annual Report of the Board by the Committee
on Rules and Regulations.

Revised and corrected, including all amendments made prior to
June 1, 1887.



RULES AND REGULATIONS.

ARTICLE I.

THE BOARD.

ANNUAL AND MONTHLY MEETINGS.

1. The annual meeting of the School Board shall be held on the first Tuesday of the month following the appointment of the new Board in each year, for the election of officers, and the regular meetings shall be held on the first Tuesday of each month thereafter.

SPECIAL MEETINGS.

2. Special meetings shall be called by the Secretary at the written request of the president or any three members of the Board, written notice of which shall be given to every member of the Board, at least twenty-four hours previous to the hour of meeting.

QUORUM.

3. A majority of the whole Board shall constitute a quorum for the transaction of business; but no rule or by-law shall be adopted, amended, altered, repealed or suspended, unless two-thirds of the whole number of the commissioners are present, and a majority of the whole Board shall vote in favor thereof.

REPORTS, RESOLUTIONS AND MOTIONS.

All reports and resolutions shall be in writing—reports to be signed by the committee reporting—and all motions shall be reduced to writing before being acted upon, if required by any member of the Board.

REFERENCE OF RESOLUTIONS.

5. All resolutions involving an expenditure of money or relating to the appointment of teachers or to the alteration or amendment of the Rules and Regulations, shall be referred to the proper committee before being acted upon by the Board.

OFFICERS OF THE BOARD.

6. The officers of the Board shall be a President, Superintendent and Secretary, who shall be chosen according to law. The President shall hold his office for one year, and the Superintendent and Secretary their offices for two years, and until their successors are elected.

VACANCIES IN OFFICE.

7. In case of a vacancy in the office of President, Superintendent or Secretary, it may be filled by an election at any regular meeting, or at a special meeting called for that purpose.

COMMITTEES.

8. At the first meeting of the new Board, or as soon thereafter as they may organize, they shall proceed to elect *viva voce*, an Executive Committee of one from each ward, the duties and powers of which committee shall be as hereinafter defined.

REMOVAL OF MEMBERS OF COMMITTEES.

9. Any member of any committee may be removed by the Board at any meeting thereof, provided that he shall have an opportunity to be heard in his defense. All vacancies in the Executive Committee may be filled, at any meeting of the Board, by a majority of the members present.

PRESIDENT PRO TEMPORE.

10. In the temporary absence or other inability of the President at any time, the Board may elect one of their number President *pro tempore*, who shall have the powers and perform the duties of the President during such absence or other inability.

RULES OF ORDER.

11. The rules of parliamentary practice comprised in Roberts' Rules of Order, shall govern the proceedings of this Board in all cases to which they are applicable, and in which they do not conflict with these rules and regulations.

ARTICLE II.

ORDER OF BUSINESS.

1. Calling the roll of members.
2. Correcting and approving the minutes.
3. Reports and communications from the Superintendent.
4. Reports of special committees.
5. Reports of standing committees.
6. Unfinished business.
7. Resolutions, motions, petitions and communications.

ARTICLE III.

DUTIES OF OFFICERS.

PRESIDENT.

1. The President shall preside at all meetings of the Board, and exercise the powers and perform the duties incident to his office.

2. He shall at the regular meeting in May, deliver an annual address, which, unless otherwise ordered, shall be published in the annual report.

3. He shall appoint, at the first meeting after the organization of the Board in each year, or as soon thereafter as may be convenient, the following standing committees, viz :

A committee on finance, consisting of five members, and the President *ex officio*, three of whom shall constitute a quorum.

A committee on High School, consisting of five members and the President and Superintendent *ex-officio*.

A Committee on Examination of Teachers, consisting of five members and the Superintendent *ex-officio*.

Committees on Text Books and Graded Course of Instruction ; on Rules and Regulations ; on discipline ; on German ; on Music, Drawing and Calisthenics ; on School Buildings ; on School Supplies ; on Truancy ; on Printing ; on Evening Schools ; on School Libraries ; on Non-resident Pupils ; on Kindergartens ; on Day School for Deaf Mutes ; and a Visiting Committee, each of which committees shall consist of five members.

4. The President shall appoint all special committees when not otherwise ordered.

5. It shall be the privilege of the President to attend the meetings, regular or special, of any or all committees of the Board.

ARTICLE IV.

SUPERINTENDENT.

The Superintendent of the public schools of Milwaukee shall be governed by the following rules :

VISIT AND EXAMINE SCHOOLS.

1. He shall visit and examine into the condition of each and all the schools, personally, as often as practicable, and give attention to their organization, the relation of the several grades ; and the relative labors and duties of the teachers thereof ; and shall with the approbation of the local commissioners, direct the teachers to make such changes, not inconsistent with the regulations of the schools, as shall seem best calculated to give greater efficiency to the schools. He shall carefully note the modes of government and instructions pursued by each of the teachers, and the qualifications and adaptation of teachers for the places assigned to them, and he shall keep a faithful record of his examinations, which shall at all times be open for the private inspection of the members of this Board, and whenever he doubts the qualifications, efficiency or fitness of a teacher, he shall report the same distinctly, in writing, to the Executive Committee, which committee may require a re-examination of such teacher, or may report the case to the Board for such action as they may deem necessary.

DEVISE SYSTEM OF BLANKS.

2. He shall devise and report to the Board a system of blanks for registers and reports, and prescribe to teachers rules for keeping the same. These blanks shall be specially adapted to show the scholarship and actual attendance of each pupil in the schools, the number of those who are constant and uniform in attendance, and of those who are not, together with the degree of irregularity. He shall ascertain and report, as nearly as may be, the number of children in the city attending schools other than the public schools; also the number of those who do not attend any school, discovering as far as practicable the reasons and remedies therefor.

SEE THAT REGULATIONS ARE OBSERVED—DIRECT TEACHERS.

3. He shall see that the regulations of the schools are uniformly and faithfully observed and executed in all the schools; that registers are kept and reports made by the teachers with neatness, care and uniformity. He shall direct teachers as to the best modes of instruction and government, giving special attention and assistance to those of the primary classes, and those who have had little experience in the profession; in fine, he shall in every way practicable, advise, aid and stimulate teachers in the performance of their office and duties, and to these ends he shall have power to require the attendance of any and all teachers at such convenient times and places out of school hours, as may be designated by him.

ADVISORY MEMBER OF STANDING COMMITTEES—TO ADVISE THE BOARD.

4. He shall be *ex-officio* an advisory member of every standing committee, and shall attend their meetings, except the Visiting Committee and the Committee on Discipline and Finance. He shall attend and advise with any committee of the Board, when requested, in respect to matters committed to them, shall consult with all those who, directly or indirectly, have the expenditure of the school funds, in order that just and uniform provision be made for

all the public schools, and that the wisest economy be exercised in their outlay.

KEEP HIMSELF AND THE BOARD INFORMED OF SCHOOL SYSTEMS.

5. He shall keep himself and the Board constantly informed of the school systems of other countries, states and cities, their organization and modes of government, the best methods of moral and intellectual education adopted in them and the general working of their systems ; and for this purpose shall effect the best arrangement for a regular and permanent exchange of reports between this and other school boards.

SUPERVISE ISSUING ACTION OF BOARD TO PRINCIPALS.

6. He shall supervise the issuing to principals of all actions of the Board relating to the course of instruction, text-book, discipline, organization and internal management of the schools ; and all documents and communications pertaining thereto, issuing from the Secretary's office, shall be signed by the Superintendent.

SUPERINTEND TRANSFER OF PUPILS—CONSOLIDATE REPORTS—
MAKE ANNUAL REPORTS, ETC.

7. He shall, in connection with the Executive of each ward, superintend the admission to the schools therein of pupils residing in other wards. He shall consolidate the monthly reports of the principals, and report at each regular meeting of the Board the condition of the schools and the number of the pupils belonging and in attendance during the preceding month. At the regular meeting of the Board in September, every year, he shall present a report, giving as particular a view as may be, of the progress and condition of each and all the schools, and suggesting such measures as in his judgment may conduce to their improvement.

KEEP RECORD OF MERITORIOUS APPLICANTS.

8. It shall be the duty of the Superintendent of Schools to

keep a record of all meritorious applicants for positions as teachers in the schools.

TO ASSIGN ASSISTANT TEACHERS.

9. It shall be his duty, in connection with the principals of the several schools, to assign the assistant teachers to their respective positions in the schools to which they have been appointed.

TO DESIGNATE SUBSTITUTE TEACHERS.

10. It shall be his duty to designate at least one person holding a certificate (regular or substitute), to act as substitute teacher for each school, notice of which will be sent to the principal of the school.

TO SEE THAT TEACHERS ARE FULLY EMPLOYED, CONSOLIDATE CLASSES, ETC.

11. It shall be his duty to see that all the teachers are fully employed, and whenever he may ascertain that the time of any teacher is not fully occupied, he may make such transfers of teachers and consolidate such classes of pupils as in his judgment may be deemed necessary; provided that all such transfers and all such consolidations shall be reported to the Board at the next meeting.

TO SUSPEND TEACHERS.

12. He shall have the power, in connection with the executive commissioner of the ward, to suspend teachers for neglect of duty, misconduct, or a violation of the rules; but in every case he shall forthwith make a written report of the same to the executive committee, stating the cause of the suspension.

SHALL NOT BE INTERESTED IN SALE OF BOOKS, STATIONERY, ETC.

13. The Superintendent shall not be interested, directly or indirectly, in the sale of books, stationery, or anything used in the public schools, or in any contract for work or improvement to which the School Board is a party.

SHALL HAVE CHARGE OF TEACHERS' LIBRARY.

14. He shall have charge of the public school teachers' library and shall make and enforce such regulations for its use, as shall, in his judgment, best promote its usefulness. He shall also present to the Board annually at the regular meeting in January, a full statement of the condition of the library, of the amount of money expended for it during the year, and such other facts as shall seem to him necessary for the information of the Board.

OFFICE HOURS.

15. His regular office hours on school days, shall be from 4:30 to 5:30 o'clock in the afternoon, and on Wednesdays and Saturdays from 9 A. M. to 12 M.

REPORT TO BOARD FROM TIME TO TIME.

16. He shall report to the Board, from time to time, upon such matters pertaining to his office, as may be directed by the Board, and shall perform such other duties as may be prescribed by the Board.

DIVISION OF CLASSES.

17. The Superintendent may in his discretion divide any class in the first grade, when the daily attendance shall exceed the seating capacity of the room occupied by such class, into two classes to be known as half-day classes, to be taught, one of them during three hours in the forenoon and the other during three hours in the afternoon.

HALF-DAY CLASSES.

18. The attendance in the half-day classes shall be limited to the number of seats in the rooms. Applicants for admission to said classes shall be enrolled in the order of their applications and admitted in the order of their enrollment, and the two classes shall be kept as nearly equal in numbers as practicable.

19. Pupils in the half-day classes of the age of seven years and

upwards shall be permitted to attend both the forenoon and afternoon classes, and shall be required so to do unless excused by the Superintendent for cause.

ARTICLE V.

SECRETARY.

ATTEND MEETINGS OF BOARD, RECORD PROCEEDINGS, BILLS AND SALARIES, FILE REPORTS, KEEP BOOKS, DOCUMENTS ETC.,
KEEP ACCOUNTS OF EXPENDITURES, FURNISH SUPPLIES AND COPIES OF RULES, PERFORM DUTIES
REQUIRED BY SUPERINTENDENT, PRESENT
STATEMENT OF FINANCES AND ESTIMATES OF EXPENSES, TO
DEPOSIT MONEYS.

1. It shall be the duty of the Secretary to attend the meetings of the Board and make a full and faithful record of its proceedings, and an index of the same; to report at the meetings of the Board such bills, claims and salaries as may have been audited by the Finance Committee, and record all bills and salaries allowed by the Board; to file all reports and communications that are accepted by the Board; to keep safely all books, documents, and papers pertaining to the transactions of the Board, or any standing committee thereof, to keep full and fair accounts of all expenditures, and on the written order of the principal of each school, to furnish such supplies as may be allowed by the Committee on Supplies, and keep an exact account thereof with each school; to attend, under the direction of the Superintendent, to furnishing principals with copies of all rules and resolutions adopted for the organization and regulation of the schools, and to perform such other clerical duties as may be required by the Superintendent. It shall be his duty to keep a record of all examinations and certificates issued by the Examining Committee to teachers; to give due notice of all regular and special meetings, and to call together committees when ordered

by their respective chairmen. It shall be his duty at the regular meetings in May, August, November and February, to present a statement of the finances showing the balance on hand, together with an estimate of the amount required to meet current expenses of the Board for the balance of the fiscal year.

It shall be the duty of the Secretary to regularly deposit with the City Treasurer all moneys received by him from the principals of evening schools as rent of books, to open a separate account for every evening school upon the ledger of the office, to keep a cash account showing the amounts of money collected by the principals during each month, and to keep an account with the Treasurer of the moneys deposited with him.

Adopted October 4, 1881.

ANNUAL STATEMENT OF RECEIPTS AND EXPENDITURES, INVENTORIES.
STATISTICS AND CENSUS.

2. It shall be his duty annually, at the regular meeting in September, to present to the Board a detailed statement of all receipts and expenditures for school purposes, including a separate account of expenditures for each school; to compile from the inventories made by principals an inventory of all maps, charts, reference books, apparatus and school appliances, belonging to the several schools; to attend to taking the annual school census as required by law, and to report the same to the Board at a regular meeting in June; to furnish such statistics as may be required by the Superintendent for the annual report of the Board, and to perform such other duties as may be incumbent by law or imposed by the Board.

RECORDS, ETC., OPEN TO INSPECTION OF SUPERINTENDENT.

5. All records and documents kept by him shall be open at all times to the inspection and use of the Superintendent.

GIVE NOTICE TO CHAIRMEN OF COMMITTEES.

4. When any subject or matter shall be referred to a committee, either special or standing, it shall be the duty of the Secre-

tary within a reasonable time thereafter, to notify the chairman of such committee, in writing, of such reference, and to furnish him with an abstract of the subject matter thereof.

OFFICE HOURS.

5. The office hours of the Secretary during the school year shall be from 9:00 A. M. to 12 M., and from 2.00 to 5:30 P. M., except on Saturdays, when his office hours shall be from 9:00 A. M. to 1 P. M.

ARTICLE VI.

DUTIES OF STANDING COMMITTEES.

HIGH SCHOOL COMMITTEE.

1. The High School Committee shall consist of five members, together with the President of the Board and the Superintendent, and all matters relating to said high school shall be under the control and management of the High School Committee, subject to the approval of the Board.

EXECUTIVE COMMITTEE.

2. It shall be the duty of the Executive Committee, together with the Superintendent, to carry into effect the rules, regulations and by-laws of the Board; to exercise a general control of the common schools, and under the direction and subject to the approval of the Board, to employ and discharge teachers; to provide for the contingent wants of schools, to report their doings at the regular meetings; to recommend from time to time such measures as they may deem expedient to be adopted by the Board; to make during the month of December an estimate of the amount of tax necessary to be levied for the ensuing year for school purposes, and report the same to the School Board, at a special meeting to be held on or before the first day of January in each year, and to perform such other duties as shall from time to time be assigned to the committee by the Board. All contracts made between the Board and the teachers

or other parties, shall be signed by the chairman of the Executive Committee.

COMMITTEE ON FINANCE.

3. It shall be the duty of the Committee on Finance to audit every bill or claim, including salaries, and certify the same to the School Board before they shall be allowed; and to this end all bills or claims shall be placed in the hands of the Secretary, on or before the Friday next preceding the regular meeting of the Board. The said committee shall also examine the Secretary's books and accounts, and report to the Board quarterly thereon; and shall perform all such duties as the Board may from time to time require. All such bills presented for auditing shall be countersigned by the proper committee or authority which gave the order for the same.

COMMITTEE ON EXAMINATION.

4. It shall be the duty of the Examining Committee, in connection with the Superintendent, to examine all persons offering themselves as candidates for teachers, in regard to moral character, learning and ability to teach. The Examining Committee shall report to the Board the result of all examinations held by them, and shall issue to each person examined and found qualified a certificate of qualification, after the Board shall have authorized the same.

The Examining Committee, by and with the consent of the Board, may annul any certificate so granted, for reasons which shall appear sufficient to them. But no proceedings shall be taken by the Committee to annul any certificate until the teacher shall have had five days' notice, in writing, of the time and place where such proceedings shall be had, and shall have been served with a copy of the reasons why the certificate is sought to be annulled. All papers and testimony relating to the cancellation of certificates shall be filed in the Secretary's office.

The Committee on Examination shall, by and with the consent of the Board, have power to issue substitute certificates to persons who, in the judgment of the Committee, have shown suitable

scholarship, and are otherwise qualified to teach in the place of absent teachers. Such certificate shall be made to terminate at the close of the school year ; and shall only be issued where a sufficient number of persons holding regular certificates cannot be procured to do substitute work.

The said Committee, whenever they shall deem it necessary, may require a re-examination of any or all of said teachers for the purpose of ascertaining their qualifications.

COMMITTEE ON TEXT BOOKS AND GRADED COURSE OF INSTRUCTION.

5. It shall be the duty of the Committee on Text Books and Graded Courses of Instruction to thoroughly examine text-books, maps, charts or school apparatus proposed to be introduced into the public schools, requiring the author or publisher to furnish each member of the School Board with a copy of any such book for examination, and to recommend to the Board from time to time the adoption and use in the schools of such books as they may regard best ; *provided*, that no change shall be made in text books oftener than once in five years.

It shall also be the duty of this Committee to recommend from time to time the purchase of such maps, charts and apparatus as may be found necessary.

They shall from time to time examine the course of study prescribed for the schools, and shall recommend to the Board such improvements and changes therein as they may deem expedient.

COMMITTEE ON EVENING SCHOOLS.

6. It shall be the duty of the Committee on Evening Schools to exercise a general care over the evening schools, to direct in what localities they shall be held, to select the teachers, to make all necessary arrangements for conducting the schools, and to submit from time to time such recommendations as in their judgment shall promote the interest and welfare of the schools.

Adopted Oct. 4, 1881.

COMMITTEE ON GERMAN.

7. The Committee on German shall, in the German Department, exercise the powers and duties prescribed to the Committee on Examination of Teachers as far as practicable, and as to the books and studies in said department shall act jointly with the Committee on Text-Books and Course of Instruction.

They shall exercise a general supervision over this branch of instruction, and shall report at the close of the year the number of pupils taught the German language, and the progress made therein.

The Committee on German shall recommend to the Executive Committee of the School Board at or about the end of each school year, or whenever vacancies exist, the name or names of teachers for employment as special German teachers.

COMMITTEE ON RULES AND REGULATIONS.

8. It shall be the duty of the Committee on Rules and Regulations, to consider and recommend to the Board such additions, alterations and amendments to the by-laws and rules and regulations of the Board, or of the schools, as they shall deem expedient.

They shall determine what matter shall be published in the annual report of the School Board.

COMMITTEE ON DISCIPLINE.

9. It shall be the duty of the Committee on Discipline to act upon all appeals and matters of discipline, as to teachers or pupils, which may be referred to them. The committee shall diligently observe the morals and manners prevailing in the schools, and report to the Board whenever they find any occasion for remedy or reproof, in order that the Board may, to the utmost, use its endeavors to preserve and promote the best influence of the common schools on these matters.

VISITING COMMITTEE.

10. It shall be the duty of the Visiting Committee to visit the

schools of the city at least twice a year, and report to the Board at the end of the school year, such facts and suggestions as they may deem of interest and importance.

COMMITTEE ON MUSIC, DRAWING AND CALISTHENICS.

11. It shall be the duty of the Committee on Music, Drawing, and Calisthenics, in connection with the Superintendent, to arrange the number of lessons to be given in each school, and the length of the exercises, and to exercise a general supervision over those branches.

COMMITTEE ON SCHOOL BUILDINGS.

12. It shall be the duty of this Committee, in connection with the Superintendent, to inspect the school-grounds, buildings and the furniture of the school-rooms, and report to the Board whenever these are insufficient; when their arrangement and condition is not convenient and attractive, or otherwise adapted to the interest of the schools; also when the provisions for warming, ventilating or lighting are defective or unfavorable to the health and physical development of the pupils. They shall also make to the Board an annual report of all the property under their supervision, including a list of all school-houses and their valuation, with the number of seats in each department, and a list of all buildings and rooms leased; with the duration of the leases and the amount of rent, and such other information as they may deem valuable to the Board.

COMMITTEE ON SCHOOL SUPPLIES.

13. The Committee on School Supplies shall report to the Board a list of articles necessary and proper as school supplies, with a scale for the distribution thereof. At the close of every school year they shall require of the principal teacher of every school an inventory of the supplies on hand, and report to the Board a statement of the consumption of supplies in each school during the year. All purchases of supplies shall be made by the committee, or by the Secretary under the direction of the Committee.

COMMITTEE ON TRUANCY.

14. It shall be the duty of the Committee on Truancy to investigate the causes of irregularity of attendance of pupils, and to devise and suggest to the Board such checks and remedies as they may deem best calculated to secure a punctual attendance upon school duties.

COMMITTEE ON PRINTING.

15. It shall be the duty of the Committee on Printing to receive bids for all printing, binding and blank-book work, and by and with the consent of the Board to let all contracts for the same to the lowest bidder, who in the judgment of the committee, shall possess facilities for doing the work promptly and in a satisfactory manner, and who shall give such bonds as may be required and approved by the committee.

MONTHLY MEETING OF STANDING COMMITTEE.

16. Every Standing Committee shall hold regular monthly meetings, the time of which shall be determined by the respective committees. All resolutions, communications and other matters referred to committees shall be reported upon at the meeting next ensuing that whereat such reference was made. But the Board may, at such meeting, grant any committee failing to so report, leave to bring in a report at a later date. Otherwise the subject of reference shall be considered withdrawn from the committee, and shall be taken up for consideration under the order of "Unfinished Business."

ARTICLE VII.

GENERAL PROVISION.

GRADES.

1. The public schools shall comprise the high school, district schools, primary schools and branch schools. The high school shall consist of an academic and a normal department. The district

schools shall be divided into eight grades. The primary schools shall compose such primary grades as may be found necessary for the accommodation of the public. The branch schools shall be so organized as to secure the largest benefit to that portion of the population not residing conveniently to the district and primary schools.

SCHOOL YEAR AND TERMS.

2. The school year shall commence the Thursday next preceding the first Monday in September. The first school term shall commence the first Monday in September, and close the 23 day of December; the second shall commence the second day of January, and close the Friday before Passion week; the third shall begin the Tuesday following Easter, and close on Friday next before the fourth of July, except when the fourth occurs on Friday, in which case it shall close on the third of July.

DAILY SESSIONS AND RECESSES.

3. There shall be two daily sessions of the district schools. The time for opening and closing the schools shall be determined by the commissioners in each ward in conjunction with the Superintendent, provided that the School session shall not be less than six hours, except during the months of May, June and September, when sessions shall not be less than five and three-quarter hours, and the time when once determined shall not be changed during the same term. A recess shall be allowed during each session, which shall not exceed fifteen minutes, except in the lowest three grades. The daily sessions of the high school shall commence at 9 o'clock A. M. and close at 3 o'clock P. M. with a recess of half an hour at noon.

Amended June 8, 1880.

HOLIDAYS.

4. Besides the ordinary vacations, the schools shall be closed on Saturdays, on all Thanksgiving days authorized by the State or General Government, and Washington's Birthday and Decoration Day.

Amended June 8, 1880.

USE OF PUBLIC BUILDINGS.

5. The school buildings, under the control of the School Board shall not be used for any other than school purposes, except by special vote of the Board.

WASHINGTON'S BIRTHDAY.

6. Annually, on the school day next preceding the 22d day of February, each principal shall assemble the pupils in one or more rooms, as may be convenient, and read or cause to be read to them an extract from Washington's Farewell Address to the People of the United States, combining therewith such other patriotic exercises as he or she may think advisable.

DECORATION DAY.

7. Annually, on the school day next preceding the day set apart by the laws of the State as Decoration Day it shall be the duty of the principal of each school to assemble the pupils of the four upper grades in one or more rooms, as may be convenient, for the purpose of holding exercises appropriate to the spirit and associations of Decoration day.

Adopted July 6, 1880.

ELECTION DAYS.

8. On election day it shall be the duty of the teachers of all grades above the fourth to explain to the pupils the meaning and use of the elective franchise as enjoyed in this country.

VISITS TO THE PUBLIC MUSEUM.

9. Classes of the High School, and of the three highest grades in the District Schools, may, when accompanied by teachers and permitted by the Superintendent, visit the Public Museum during school hours. Such visits shall be allowed only for class instruction, and pupils shall be required to submit to the teacher's directions as in school session. A record of permits issued under this rule, specifying the purpose of the visit and the object or class of objects upon which instruction is given, shall be kept in the office of the Superintendent.

ARTICLE VIII.

GENERAL DUTIES OF TEACHERS.

TO KNOW AND OBSERVE THE RULES.

1. All teachers of the public schools are required to make themselves familiar with these regulations, and co-operate with the Board at all times in taking such measures as may be necessary to secure their observance. A faithful compliance with all the regulations relating to teachers shall be one of the conditions on which teachers retain their connection with the public schools. It shall be the duty of every teacher to have a copy of the regulations at all times in his or her school room.

ATTENDANCE AND TARDINESS OF TEACHERS.

2. Principals and teachers shall be in attendance at their school-rooms at least thirty minutes before the time appointed for opening their schools in the morning, and fifteen minutes in the afternoon, unless otherwise ordered by the Superintendent. Teachers who are tardy shall at once report their tardiness to the principal of the school, and the principals of the respective schools shall report the same including their own tardiness, monthly to the Superintendent, who shall furnish the Board in his monthly report a statement containing the aggregate time lost by the teachers of each school during the preceding month.

3. All teachers shall as a duty of first importance exercise over the behavior of pupils vigilant care. They shall on all suitable occasions and in proper ways cultivate and improve the manners, habits and morals of pupils. Especially shall they aim to develop in the mind of pupils a clear understanding of the principles of justice, duty, right, kindness and courtesy, which should govern the conduct of human beings towards one another in society, and toward dumb animals. In all the relations of the school between teachers and pupils, between pupils in the same room and of other rooms, and between the school and the community outside of it, the appli-

cation of the true principles of conduct should be frequently explained and illustrated by appropriate practical examples.

Teachers should studiously avoid and discountenance everything that tends necessarily to wound the feelings of pupils, or is calculated to lower them in their own estimation or the estimation of others; and should sustain and strengthen through their reason and affections the most scrupulous respect for the rights and the tenderest consideration for the feelings of others, at the same time teaching them to promptly assert and maintain their own rights as human beings in the relations of life.

Adopted June 21, 1880.

SCHOOL TIME NOT TO BE USED BY AGENTS, ETC.

4. Teachers shall not allow any portion of their time or that of their school to be occupied in school hours by book-agents, lecturers or exhibition men, or by the exhibition of any books or articles of apparatus, unless by the consent of the School Board. The teachers shall not read or distribute any advertisement, nor allow any advertisement to be read or distributed in any of the public schools, and they shall not permit any books, tracts or other publications to be distributed in their schools.

READING NEWSPAPERS, ETC.

5. Reading newspapers, magazines or other literature, in school rooms, unless for the purpose of instruction, conversation by assistants with each other, or with visitors, and all employment of time in school hours not directly connected with the school duties are strictly prohibited.

SALE OF BOOKS.

6. Teachers shall not sell school-books or stationery to pupils.

READING RULES TO PUPILS.

7. It shall be the duty of the teachers to read to their respective schools, at least once in each term, so much of the rules and

regulations of the schools as will give the pupils a just understanding of the rules which apply to them, and by which they are to be governed.

CARE OF SCHOOL PROPERTY.

8. The principal of each school shall have the supervision of the grounds, buildings, fixtures, furniture, apparatus and books under his or her charge, and be held responsible for the safe-keeping and cleanliness of the same; but the immediate care of the school room, and of the furniture, apparatus, etc., therein, and the preservation thereof from injury, shall devolve upon the teachers severally occupying such rooms. The assistant teachers shall also co operate with the principal in securing good order and neatness in the halls and stairways and about the school premises, and not only in school hours, but during the time when pupils are on the school premises, before and after school, and during the recesses.

VISITING SCHOOLS.

9. Teachers may be allowed two half days during the year for the purpose of visiting other schools, and observing the modes of instruction and discipline therein pursued. These visits shall only be made by the written permission of the superintendent, who shall keep a record of the same; and he shall have power to prescribe such rules as he may deem necessary for securing the object for which these visits are allowed.

ARTICLE IX.

DUTIES OF PRINCIPALS.

TO ESTABLISH SPECIAL RULES.

1. The principal of each school shall establish special rules for the purpose of uniformly securing good order whenever pupils of different rooms pass on the stairways and through the halls. He shall personally supervise the playground during recess, and may

detail the male teachers employed in his school to assist him in this duty. He shall also establish such rules as shall secure neatness and cleanliness of the yards, basements and outbuildings connected with the schoolhouses, and shall personally inspect them, at least once each day, to see that the rules are regarded.

Amended July 6, 1880.

SUPERVISION.

2. The principal of each school shall be held responsible for the general management and discipline of his or her school, and shall visit daily the several school-rooms under his or her charge, advise with and counsel the teachers, as to the proper classification of the pupils, methods of instruction and the enforcement of discipline, and see that the plan of study adopted by the Board is properly and faithfully carried out.

EXAMINATION FOR PROMOTION.

3. It shall be the duty of the principal to report the result of all such examinations to the Superintendent for his approval, and to file in the Superintendent's office, within one week after the examination shall have taken place, a duplicate copy of the records *of the pupils' regular work during the time they have been in the grade*, and of the examination, together with specimens of penmanship of the pupils examined, excepting the first grade.

PROGRAMMES OF STUDY.

4. The hours of study and recitation shall be arranged in tabular form by the principal at the beginning of each term, according to blank forms to be prescribed by the Superintendent, with whom, within three weeks after the first Monday of September in each school year, and within one week after the beginning of each succeeding term, each principal shall deposit a correct and neat copy of such study and recitation sheet, and whenever any change shall be made in the arrangement of the school exercises, the same shall at once be reported by the principal to the Superintendent.

SUBSTITUTE TEACHERS.

5. In the absence of a teacher it shall be the duty of the principal to call upon one of the substitutes who have been designated by the Superintendent for his district, to fill the absent teacher's place till her return, notice of which shall be sent the same day to the Superintendent; and the time for which such substitute performs service shall be duly certified to the Secretary at the close of the month.

No substitute shall be retained in a vacant position longer than till the next ensuing meeting of the Board.

REPORTS TO SECRETARY.

6. It shall be the duty of the principal of each school to return to the Secretary of the Board, not later than 11 o'clock A. M., of the last day of each school month, a list of all the teachers, and of the absence of each regular teacher connected with the school, and, if the absences are not consecutive, to give the dates of the absences, also the names of the substitutes who have filled vacancies during the month, their time, and the names of the teachers whose places they have filled; and it shall be the duty of the Secretary to report to the Finance Committee any neglect of this rule.

REPORTS TO SUPERINTENDENT.

7. The principals shall make their monthly reports, including returns of their respective schools, in accordance with the blank forms prepared for that purpose, and deliver them at the office of the Superintendent before 5 o'clock P. M., on the last day of each school month. Any failure on the part of any principal to make all reports required of him by the rules of the Board, must be reported by the Superintendent to the Executive Committee.

RECORD OF VISITS.

8. It shall be the duty of the principal of each school to keep a record of the visits made by the Superintendents of music, draw-

ing, calisthenics, the duration of each visit, the grades instructed and the time spent in the instruction of each grade; and the principal shall each month forward a copy of such record to the Superintendent of schools.

Adopted Oct. 5, 1880.

CARE AND INVENTORY OF PROPERTY.

9. At the close of the school year, the principals of the several schools are required to see that records, books of reference and apparatus, are properly secured, and to return to the Secretary an inventory of the articles used in and belonging to said building.

REPORT DAMAGES DONE TO PROPERTY.

10. The principal shall report immediately to the Executive Committee of the ward and Superintendent all damages done by pupils or others, to school grounds, buildings, fixtures, apparatus, furniture and books under their charge.

DINNER ROOM.

11. It shall be the duty of the principal of each school to designate a room in the school building under his care to be known as the "Dinner Room," in which room all the pupils bringing their dinner to school shall congregate to take their noon meal; provided, however, that no pupil living at a distance less than seven blocks from the school building shall be allowed to bring his dinner to school, except by a special permission from the principal.

The principal and assistants of each school shall take charge of the dinner room in such regular order as may be fixed by the principal.

ARTICLE X.

DUTIES OF ASSISTANTS.

FIRST ASSISTANT.

1. The First Assistant of the school shall have charge of and

instruct such classes as the principal may designate, and shall discharge such other duties as he may assign.

RESPONSIBILITY OF ASSISTANT TEACHERS.

2. All assistant teachers shall be held responsible for the order and discipline of their respective rooms, under the general direction of the principal of the school, and they shall adopt and carry out such directions and advice as may from time to time be given them.

CLASSIFICATION OF PUPILS.

3. The classification of pupils in the different grades of the same school shall be conducted rigidly upon the plan of study adopted by the Board, in no instance allowing the pupil to pursue studies in one grade which in the course of study have been assigned to another, unless by special permission from the Superintendent, and in all cases avoiding the formation or continuance in any schools of small or special classes of more advanced pupils, where the same pupils are qualified to enter and be instructed in one of the general classes of the grade above. Teachers will be governed by this principle in determining to which grade any pupil should be assigned.

PHYSICAL EDUCATION—VENTILATION.

4. The teachers shall attend strictly to the physical education and comfort of the pupils under their care; shall make the ventilation and temperature of the school rooms a special object of attention, and take care that the windows in the rooms be open for the free admission of air at recess, and that the temperature of the room be not higher than sixty-eight degrees.

ARTICLE XI.

TEACHERS' MEETINGS.

CALLED BY SUPERINTENDENT.

1. It shall be the duty of all teachers to attend such meetings

as the Superintendent may deem best to call for the promotion of the interests of the school.

MONTHLY MEETINGS.

2. On one afternoon of each month, the district schools having more than two teachers, shall be closed half an hour before the usual time, and all the teachers of such school shall meet during the succeeding hour under the direction of the principal, and occupy the time in discussing methods of discipline ; reviewing and illustrating instruction, and conferring together respecting the general interests of the school. The principal shall also have authority to call a meeting of teachers after school hours, at any time when he shall deem it for the interest of the schools. The principal shall cause a full and accurate journal to be kept of the doings of each meeting, including the subjects introduced, and the names of teachers taking part in each exercise. He shall send a copy of this journal to the office of the superintendent, on or before the Monday following each meeting. In keeping the time records of the teachers, this hour shall be regarded the same as the last school hour of any other day, and all cases of absence from the meetings, or of leaving before the close of the hour shall be reported accordingly.

3. It shall be the duty of the teachers to attend a regular monthly meeting to be held under the direction of the Superintendent, for the purpose of receiving instruction in music, drawing and calisthenics ; and for counsel and mutual improvement.

PENALTY FOR ABSENCE.

4. Teachers shall forfeit one-half day's pay for every absence from said meeting, unless excused for sickness ; and it shall be the duty of the Superintendent to keep a record of the attendance of teachers at these meetings, and report all absences to the Finance Committee at the end of each month.

ARTICLE XII.

REQUIREMENTS OF PUPILS.

VACCINATION.

1. No child shall be received, for the first time, into any public

school, unless the parent or guardian shall furnish to the principal satisfactory evidence that said child is not less than four years of age, and has been vaccinated.

ADMISSION OF PUPILS.

2. No child shall be admitted into any school in this city, who is not a resident of the ward or district in which the school is located, unless by written permission of the Superintendent and Executive Commissioner of the ward or district, and in no case shall this be done except when there are vacant seats not wanted for pupils living in the ward or district.

TRANSFER OF PUPILS.

3. Whenever a pupil passes from one public school to another, in the city, he shall be required to present to the principal of the school which he enters, a certificate from the principal of the school which he leaves, stating that he is in good standing at the time of leaving, and specifying the grade and class to which he belongs. The pupil shall then be allowed to enter a class in the same grade as that which he has left.

BOOKS AND UTENSILS.

4. No person shall be allowed to retain connection with any public school unless furnished with books, slate and other utensils required to be used in the class to which he or she belongs; *provided*, that no pupil shall be excluded for such cause unless the parent or guardian shall be furnished by the teacher with a list of books or articles needed, and one week shall elapse after such notice without the pupil obtaining such books.

WHEN ALLOWED TO LEAVE SCHOOL.

5. No pupil shall be allowed to depart from the school before the usual time, unless excused by the teacher on account of sickness or other pressing emergency. This rule shall not apply to pupils in the first grade, who may be dismissed earlier.

ASSEMBLING AND PLAYING.

6. Pupils shall not assemble about the school buildings more than thirty minutes before the opening of school, and always leave as soon as they are dismissed. No playing must ever be allowed in the school building, unless in basement or other rooms provided for that purpose.

Pupils shall not go into or upon the yard or playgrounds allotted to the opposite sex.

LEAVE OF ABSENCE.

7. The application of pupils for leave of absence, for the purpose of receiving instruction elsewhere during school hours, shall be made to the principal, and may be granted provided it will not interfere with the pupil's regular course of instruction in school.

DUTIES OF PUPILS.

8. Every pupil is expected to attend school punctually and regularly; to conform to the regulations of the school, and to obey promptly all the directions of the teacher; and to preserve good order and propriety of deportment; to be diligent in study, respectful to teachers, and kind and obliging to schoolmates, to refrain entirely from the use of profane or improper language, and to be clean and neat in person and attire. Any neglect or refusal to comply with the requirements of this rule, shall be cause for suspension from school.

CONTAGIOUS DISEASES.

9. No pupil affected with any contagious disease shall be allowed to remain in any of the public schools.

TUITION FEES.

10. No pupil whose parents or guardian are not actual residents of the city shall be admitted to any public school without a permit from the Superintendent of schools and a receipt from the Secretary of the Board for the payment of the tuition fee in advance;

and no such pupil shall be admitted or retained in any school when the accommodations are only sufficient for the children of parents who are residents of the city.

11. The tuition fees for pupils whose parents or guardians are non-residents of the city, must be paid to the Secretary of the Board at the beginning of the term, and shall be as follows :

	PRIMARY.	INTERMEDIATE	GRAMMAR	HIGH.
	1, 2 and 3	4, 5 and 6	7 and 8	SCHOOL.
	GRADES.	GRADES.	GRADES.	
1st Term,	\$6 00	\$7 00	\$8 00	\$15 00
2d "	4 50	5 50	6 00	10 00
3d "	4 50	5 50	6 00	10 00

Adopted Feb. 1st, 1881.

REBATES.

12. A rebate for the fee will be allowed for an absence of not less than thirty continuous school days, caused by sickness or other disability on sufficient proof of the same being made to the committee.

Adopted May 2, 1882.

ARTICLE XIII.

DISCIPLINE OF PUPILS.

FOR ABSENCE.

1. Every pupil in any of the public schools who shall be absent six half days in four consecutive weeks, without an excuse from the parent or guardian, given either in person or written note, satisfying the teacher that the absence is unavoidable, shall forfeit his seat in the school, and the principal shall forthwith notify the parent or guardian and the Superintendent that the pupil is suspended. In the application of this rule, two tardinesses shall be regarded as one absence. Whenever the absences of a pupil are unavoidable, and the teacher does not receive proper notice of the cause until the

pupil has been suspended, the pupil may be restored by the principal, on receiving from the parent or guardian, a satisfactory explanation. This rule shall not apply to pupils of the first grade.

FOR INJURY TO SCHOOL PROPERTY.

2. Any pupil who shall cut or otherwise deface or injure any part of any public school house, or injure any fences, trees, out-buildings, or other property pertaining to any of the public schools, or shall write any profane or obscene language, or make any obscene pictures or characters on any public school premises, shall be liable to suspension, expulsion or other punishment, according to the nature of the offense. The principal of a school may suspend a pupil temporarily for such offense, and shall thereupon immediately notify the parent or guardian, and the Superintendent. And such pupil shall not be restored to the school until he shall have made full payment for all damage to the school property so done by him.

FOR DISOBEDIENCE.

3. For a pointed or open disobedience, or insubordination, the pupil may be suspended from school at once by the principal; thereupon the principal shall immediately inform the parent or guardian, and the Superintendent. Pupils thus suspended may be restored by the Superintendent at his discretion; *provided*, that after two such restorations, in case of the third suspension for such cause, the Superintendent shall not restore the pupil without the written concurrence of the Executive Commissioner of the ward.

ABSENCE FROM EXAMINATION.

4. All pupils absenting themselves from any regular examination or public exercise of their school, without rendering a satisfactory excuse to the principal, shall be suspended from school, and the principal shall immediately report every such case to the parent or guardian of the pupil, and also the Superintendent, for his action thereon.

CONFIRMED BAD CONDUCT.

5. Whenever the principal of any school shall report to the Superintendent the name of a pupil whose conduct is considered such, in school or out, that he is an unfit member of the school, the Superintendent shall examine the case without delay, and if, in his opinion, the pupil has been duly admonished, and reformation appears to be hopeless, he shall suspend such pupil from school temporarily. Any pupil thus suspended may be restored to the school by the Superintendent at his discretion ; but no pupil shall be finally expelled from the school without the approval of the Board.

DETENTION OF PUPILS.

6. Pupils who have neglected their lessons, or disobeyed the rules of the school, may be detained after school in the afternoon, for not more than one hour, and required to pursue their studies or recite their lessons, as the case may be, as a punishment for their neglect or disobedience. No pupil shall be detained at any recess except by the action of the principal of the school.

HOW RESTORED.

7. Any pupil suspended from the school by virtue of any of the above rules, shall be re-admitted only by written permission of the Superintendent, after consultation with the principal of the school, and the parent or guardian, or by order of the Board.

CORPORAL PUNISHMENT.

8. Corporal punishment of any description shall be resorted to only in extreme cases, when appeals to reason and affection shall have failed, and shall only be inflicted by the principal of the school upon sufficient cause, and as a last alternative, or by an assistant teacher by express authority of the principal in each such case. But in no case shall the punishment be inflicted in the presence of the class, or during the lesson in which such offense was committed,

nor shall such punishment be cruel or excessive, nor shall it be inflicted by blows upon or about the head or face, or any vital part, or by pinching, twisting the arms or hands, or pulling the hair or ears, or by shutting up in closets, or by lonely confinement.

Adopted June 21, 1881.

RECORD OF CASES OF PUNISHMENT.

9. The principal shall keep a record of all cases of corporal punishment including the offense, evidence of the same, the punishment inflicted, and the apparent effect, physical, mental and moral, produced thereby. He shall, when desired by the parent or guardian of the pupil, furnish him with a copy of such record. He shall also at the end of each month, report to the Superintendent of schools all cases of corporal punishment with all the facts relating thereto. And the Superintendent shall duly record and file such reports, and shall monthly report to the Board a summary of such punishment by schools, and embody statistics on this subject in his annual report. It shall be the duty of the principal, at the end of each term, to make a report to the Superintendent, setting forth the apparent effects produced upon the conduct and the character of each pupil upon whom corporal punishment has been inflicted during the term.

Adopted June 21, 1881.

NEGLECT TO KEEP RECORD.

10. Any principal neglecting to keep such record, or to forward a transcript thereof as herein provided, or who may be guilty of inflicting or authorizing any cruel or excessive punishment, and any teacher other than the principal who shall be guilty of inflicting any corporal punishment without express authority in each case from the principal, shall, on proof of such delinquency or improper punishment, be removed by the Board.

Adopted June 21, 1881.

ARTICLE XIV.

SCHOOL RECORDS.

FACTS TO BE RECORDED.

1. The principal and assistants of each school shall keep such

records as will show the attendance, scholarship and deportment of pupils, embracing the date of admission and discharge, the age, nativity and residence of each pupil, name of parent or guardian, whole number of pupils enrolled, average number enrolled, average daily attendance and number of tardinesses. The teachers shall also preserve a permanent record of the time when pupils enter and leave school, and the amount of time lost during school hours. They shall also record in permanent and systematic form, at regular periods, not less frequently than once a week, an impartial estimate of the merit of each pupil's school work in the several branches of study and practice followed during said periods; and shall send to parents at the end of each month a summary of the month's record of scholarship, together with a report of the deportment, time lost during school hours, number of half-holidays absence, and number of times tardy of each pupil.

ABSENCE—HOW RECORDED.

2. In all cases of absence of a pupil from school, whether with the intention of returning or not, and whether the absence be occasioned by sickness or other cause, including even the suspension of the pupil, and excepting only the case of transfer to some other school in the city, the pupil's name shall be kept on the roll as "enrolled" for three days, and dropped uniformly on the beginning of the fourth day, in case he does not then return; but in case a teacher receives notice before the expiration of the three days, that a pupil has left the school, then such pupil's name shall be dropped immediately from the roll. For the purpose contemplated in this rule, any pupil shall be considered as absent whose attendance at school shall not continue for at least one-half of the regular half-day school session.

UNIFORMITY OF RECORDS.

3. All school registers, class-books, monthly reports of pupils, and blanks for monthly returns, shall be after uniform patterns, to be determined by the Superintendent of Public Schools, and to be furnished to all teachers on application to the Secretary of the Board.

HOW AND WHEN TO BE KEPT.

4. Teachers shall keep their registers and class-books neatly and accurately, and in accordance with the prescribed forms. All work upon class-books, excepting the making of the daily record, must be done out of school-hours.

SUPERVISION OF RECORDS.

5. The principals of the schools shall examine all the class-books of the other teachers as often as once a month, and give such direction and assistance as may be necessary to secure accuracy and uniformity.

ARTICLE XV.

EXAMINATION AND PROMOTION OF PUPILS.

HOW CONDUCTED.

1. Pupils will be promoted as provided by Sec. 3, Art. IX, and no promotion will be made until the examination and record of pupil's work have been approved by the Superintendent as provided by the said rule, or until authorized by him in accordance with the provisions of this article.

STANDARD REQUIRED FOR PROMOTION.

2. The basis of regular class promotions shall be an average of credits obtained by the pupils in the final examination and in their regular work during the time they have been in the grade. The highest standing obtainable in either examination or record of work shall be one-half of the highest obtainable combined standing. An average of 70 per cent. of the combined standings in each of the subjects of reading, penmanship and arithmetic, and an average of 70 per cent. in all other studies, shall entitle pupils to promotion to a higher grade, but pupils falling below this standard may be promoted on condition of a re-examination in the studies in which they are deficient, provided they obtain a standing of 70 per cent. in each of said studies.

SUPERINTENDENT'S EXAMINATION.

3. In order to keep the schools uniformly graded, the Superintendent shall, in person, make a thorough examination of all the schools, or such grade or grades in all as he may select, once every year; he shall preserve a record of these examinations for the purpose of comparison, and shall report to the Board the results, with such other information as he may deem pertinent and of value in preserving uniformity of grades in the public schools.

FINAL EXAMINATION.

4. When any grade has completed a study, the pupils' work and the teacher's instructions shall receive special examination by the Superintendent. A record of these inspections and examinations shall be kept by the Superintendent in his office, and a certificate delivered to each pupil showing the standing obtained in the study.

5. The final examination of the eighth grade shall be conducted by the Superintendent, and all pupils whose average standing in examination and record of grade work shall be 70 per cent., and who have been regularly certificated in studies heretofore completed, shall be entitled to a certificate of graduation from the district school to which they belong. In determining the average for the certificate of graduation, pupils shall have credit for every study which they have finished and in which they have been examined.

6. Pupils completing the full course of instruction in the district schools and obtaining, in the combined record of grade work and final examination, an average of at least 70 per cent., in each of the studies of reading, language, (including grammar and composition) spelling and arithmetic, and an average of at least 70 per cent., in all other studies, and who obtain not less than 50 per cent. of the maximum standing, in either of the records of work and examination respectively, shall receive certificates signed by the Superintendent, entitling them to admission to the High School.

7. In the final examination of the eighth grade and in deter-

mining the averages required for the certificate of graduation from the district schools, and for the high school certificate, the studies may be scaled in value, provided the percentages above established are maintained.

8. The Superintendent may exempt any pupils from examination and grant promotions or certificates to said pupils upon such written vouchers and upon such records of the pupils' work, presented by the principal and class teachers, as shall be in his judgment a satisfactory evidence of the fitness of such pupils for promotion without resort to examination.

9. The Superintendent shall make all necessary arrangements for these examinations, and may exchange the teachers of classes under examination, in such manner as he thinks will best promote the objects of the examination.

10. Paper will be supplied by the Secretary on the order of the several principals for all written examinations required by the rules of the Board.

ARTICLE XVI.

THE GERMAN LANGUAGE.

MONTHLY REPORTS.

1. The monthly reports of principals to the Superintendent shall include a statement of the number and parentage of the pupils studying the German language, the grades to which they belong, and such other facts relating to the attendance or progress of such pupils as from time to time may be prescribed by the Superintendent or the Board.

PUPILS COMMENCING GERMAN.

2. Pupils commencing the study of German shall be required to attend the classes to the close of the school year.

WRITTEN NOTICE REQUIRED TO EXCUSE PUPILS FROM GERMAN.

3. It will be presumed that parents or guardians of pupils desire

them to pursue the study of the German language under the rules of the Board, unless formal notice in writing to the contrary be furnished the principal of the school in each case.

EXAMINATIONS.

4. The examination of pupils studying the German language shall be conducted by the teacher of German, under the direction of the principal of the school. An average of 70 per cent. is required for promotion. Examinations in German will be in accordance with the general rules for examination, so far as they are held applicable thereto by the Superintendent.

SPECIAL ROOMS FOR GERMAN INSTRUCTION.

5. It shall be the duty of the principal of the First, Third, Fourth, Fifth, Seventh, Eighth, Twelfth and Fourteenth District Schools to assign to the teachers of German in their respective schools, a room of sufficient size for the instruction in German, and the pupils who desire to attend the studies in German shall receive their instruction in the room designated for such purpose. No instruction in German shall be given in any other room of the school building, and no teacher of German shall be required to act as a substitute for an absent teacher.

This rule was suspended by the action of the Board, Dec. 7. 1889.

TEACHER OF GERMAN RESPONSIBLE, ETC.

6. Teachers of German appointed for the schools mentioned in section 5, shall be held immediately responsible for the good order and conduct of the classes under their charge during the hours of recitation, but shall be subject to the general rules and regulations applicable to teachers in charge of rooms or departments.

ASSISTANT TEACHERS OF GERMAN.

7. In district and primary schools the special teacher and assistant teachers of German shall devote such time to instruction in

German, not to exceed forty minutes daily to each class, as the superintendent of German may direct.

APPOINTMENT OF ASSISTANT TEACHERS OF GERMAN.

8. Assistant teachers of German shall be appointed from the class teachers of each school, regularly qualified and appointed as such, who have obtained the certificate of assistant teacher of German. Assistant teachers of German shall give instruction in German in their own class-rooms, and in such other class-rooms as may be assigned to them by the principal, by exchanging with the class teacher in charge of the same. Assistant teachers of German must in every case be assigned to a class-room.

Adopted April 5, 1881.

SUPERINTENDENT OF GERMAN.

(a) The committee on German shall, subject to confirmation by the School Board, elect annually, or whenever a vacancy exists, a superintendent of German, who shall under the direction, and control of said committee and of the superintendent, exercise the following functions:

(b) He shall examine applicants in the several branches in German required for the German teachers' certificates and before the expiration of one month shall submit the results of such examination to the committee and superintendent.

(c) At or before the end of each school year and as often as vacancies exist he shall submit to the committee on German for appointment or re-appointment, the names of such certificated teachers as he deems competent and whose ability to instruct or whose former service he approves; and in the case of teachers formerly employed by the Board whose services have been unsatisfactory, he shall place before the committee in writing a statement of his opinion as to their deficiencies and of the reason why reappointment should not be made. He shall further recommend, as occasion may require, such transfer of teachers as he thinks will

best secure the highest general efficiency in his department of instruction.

(d) He shall devote three hours daily to regular and systematic supervision in the district and primary schools, and all teachers of German shall adopt such methods as he may direct and which seem to him best calculated to impart to pupils, first, a command of easy German speech, and secondly, the ability to read, write and compose in the German language. The remainder of the school day he shall devote to class instruction in the High School.

(e) It shall be his duty to meet with the teachers of German in the employ of the Board at least once a month, for the purpose of discussing matters pertaining to their department, and he shall call special meetings of such teachers through the Superintendent of schools, whenever the interest of the schools seem to make it necessary. At the close of each school year, or as often as the Superintendent may require, he shall report the results of the instruction in his department, and shall, when requested, furnish such information appertaining to his department as the Superintendent may direct and as he may be able to supply.

ARTICLE XVII.

MUSIC.

DUTIES OF SUPERINTENDENT OF MUSIC.

SECTION 1. The superintendent of music shall be under the immediate direction of the Superintendent of Schools who, subject to the advice of the committee on music, drawing and calisthenics, shall arrange a programme of work for each month, with special reference to the instruction of classes whose teachers are deficient in music (or drawing) and providing for the supervision and examination of all classes.

SEC. 2. The teachers shall meet for instruction at such times and places as the Superintendent of Schools shall direct, subject to the advice of the proper committee.

TEACHERS TO MEET FOR INSTRUCTION.

3. Teachers shall meet for instruction at such time and places as may be decided by the Committee on Music, Drawing and Calisthenics, and the Superintendent of Music.

TEACHERS SHALL TEACH AND PRACTICE SINGING.

4. Each teacher shall teach and practice with his class the lesson received from the superintendent of music, at least fifteen minutes each day, using blackboard, book and chart.

TEACHERS' DUTIES TO SUPERINTEND MUSIC.

5. In order to lose no time, teachers having charge of classrooms shall discontinue the lesson as soon as the Superintendent of Music enters, and give the class to him in charge—the teacher during that time to remain in the room to keep the class in order.

SUPERINTENDENT OF MUSIC SHALL MAKE MONTHLY REPORTS.

6. The Superintendent of Music shall make a monthly report to the Superintendent of Schools, embodying such statistics and information as the latter shall deem necessary to set forth in said report, and as may be required from time to time by the Committee on Music, Drawing and Calisthenics.

HOW PUPILS ARE EXCUSED.

7. No pupil shall be excused from music lessons, unless on a certificate of a physician, or a permit from the Superintendent of Schools.

PROMOTION.

8. No pupils shall be promoted from one grade to another without first passing a satisfactory examination in music.

NON-COMPLIANCE WITH RULES TO BE REPORTED.

9. The Superintendent of music shall report to the Superintendent of Schools any non-compliance with the foregoing rules on the part of any teacher, together with every failure of his own to fully comply with the same.

ARTICLE XVIII.

DRAWING.

DUTIES OF SUPERINTENDENT OF DRAWING.

SECTION 1. The Superintendent of Drawing shall be under the immediate direction of Superintendent of Schools who, subject to the advice of the Committee on Music, Drawing and Calisthenics, shall arrange a programme of work for each month, with special reference to the instruction of classes whose teachers are deficient in drawing, and providing for the supervision and examination of all classes.

SEC. 2. The teachers shall meet for instruction at such times and places as the Superintendent of Schools shall direct, subject to the advice of the proper committee.

TIME DEVOTED TO DRAWING.

3. The time to be devoted to drawing shall be as follows: In the first, second and third grades, two hours per week. In the High School, two hours per week.

EXAMINATION IN DRAWING.

4. At least one annual examination shall be held in all the schools, and such examination shall take place at the same time in all the schools in accordance with such regulations as may be prescribed by the Superintendent of Schools.

PUBLIC EXAMINATIONS.

5. At the close of the school year there shall be held a public

exhibition of the regular school work of all the classes using the text books in drawing. A committee, consisting of the President of the School Board, the Superintendent of Schools, the Superintendent of Drawing, the members of the committee on Music, Drawing, and Calisthenics, and such other persons as may be designated by this committee, shall examine the work of the different classes, and report to the School Board upon the merits of the drawings exhibited at each school.

PURCHASE OF APPLIANCES, ETC.

6. The Superintendent of Drawing shall, from time to time recommend to the Committee on Music, Drawing and Calisthenics the purchase of such appliances as are needed to carry out the instruction in drawing in the public schools.

ARRANGEMENTS FOR EXAMINATION.

7. The Superintendent of Drawing shall make arrangements with the principals of the different schools in regard to the time of examination of the classes in drawing, and the principals shall hold such classes in readiness at the time specified. The Superintendent of Drawing shall keep a record of such examinations and shall give a synopsis of the same in his monthly report.

FAILURE OR NEGLECT OF RULES TO BE REPORTED.

8. The Superintendent of Drawing shall report to the Superintendent of Schools every failure of his own, together with the failure or neglect of any teacher or teachers to comply with the foregoing rules.

ARTICLE XIX.

CALISTHENICS.

DUTIES OF TEACHERS OF CALISTHENICS.

1. It shall be the duty of the Teacher of Calisthenics to

instruct and train the class-teachers in such exercise as may be required for carrying into effect the system of physical exercises prescribed by the Board, to inspect and report upon the work done by the class-teachers in this department, and to instruct the pupils of the normal school in the principles of physical education, and train them in the practice of the same. The number of lessons to teachers and to the pupils of the normal school to be given by the Teacher of Calisthenics, and the character and extent of the inspection to be made by said teacher, shall be determined by the Board on recommendation of the Committee on Music, Drawing and Calisthenics.

DUTIES OF CLASS TEACHERS.

2. The class-teacher shall devote ten minutes each half day to physical exercises. In the first and second grades the rule may be varied to meet the special wants of the pupils; and in the sixth, seventh and eight grades, one drill of twenty minutes may be substituted.

Substituted May 2, 1882.

TEACHERS EXCUSED.

3. Teachers who on account of physical infirmity are unable to participate in the drill exercises required of them, shall on producing a medical certificate to that effect, be excused from the same.

Adopted May 2d, 1881.

MONTHLY REPORT.

4. The Superintendent of Music, Drawing and Calisthenics shall on the last school day of the month file in the office of the Secretary of the School Board a report in writing, certified by them, upon suitable blanks, setting forth the number of half days during the month on which instruction has been given by them in accordance with the provisions governing the same, the number of half days during which this instruction was not rendered, and the cause of such omission in the duties of the said Superintendents.

Adopted Nov. 1, 1881.

ARTICLE XX.

THE HIGH SCHOOL.

1. The high school shall consist of two departments, viz : the academic department and the normal department.

2. There shall be two courses of study in the academic department, called the English Course and the Classical Course.

3. The English Course shall furnish systematic and thorough instruction in the English language and literature ; in the French and German languages ; in mathematics ; in the natural sciences ; in civil history and such other branches of useful knowledge and of mental and moral culture as the High School Committee shall prescribe, and it shall occupy four years.

4. The studies of the Classical Course shall be selected and arranged with especial reference to preparing pupils for college. It shall include the Latin, Greek and German languages, and mathematics required for admission to the University of Wisconsin, or studies of equivalent value. The Latin of the Classical Course may be substituted for the French and German in the English Course at the option of the parent or guardian of the pupil, expressed in writing.

5. The studies of the Normal department shall be strictly professional, and shall be limited to one year. They shall include mental and moral sciences, the history of education, the theory and practice of teaching, the science of school government and other related topics, with suitable practice in the training school under the direction of the critic teacher.

6. Pupils of the district schools, who have passed the examination of the eighth grade, held by the Superintendent of Schools, and received a certificate of graduation from the same in accordance with Section 6, of Article XV of the rules and regulations of the Board, shall be admitted to the high school without further examination.

7. Examination for admission of pupils not attending the public schools shall be held at the opening of each term. These examinations shall be conducted by the principal and such assistant teachers as he may designate for the purpose. Applicants shall be examined in the same branches and required to obtain the same standing therein as are prescribed for the district school certificates. Applicants for advanced standing shall be examined in all the studies that have been pursued by the classes they propose to enter.

8. Pupils who for satisfactory reasons, do not wish to pursue a full course, may take such studies in the regular course as their parents or guardian shall prescribe, subject to the following conditions :

(a.) A special permit must first be obtained from the Superintendent subject to the result of an examination.

(b.) Applicants for a partial course shall be examined in the same manner as other pupils, and those only shall be admitted whose examinations furnish satisfactory evidence of their ability to pursue the proposed studies to advantage.

(c.) They must pursue their studies in the classes of the regular course, and no special or extra classes shall be formed for their convenience.

(d.) All partial course students shall take studies sufficient, in the judgment of the principal, to occupy their time profitably, and shall be subject to the order and discipline of the school.

9. Pupils may be admitted to the Normal Department who have graduated from any regular course of the high school, or upon passing an examination showing the scholarship of the applicant to be equal to the requirements of a full A certificate leaving out the theory and practice of teaching. But no pupil shall be admitted who is under seventeen years of age. The three years' course in the high school is hereby abolished.

10. Each teacher shall keep a daily record of recitation, marking on a scale of ten.

11. At the end of each month a report shall be sent to the parent or guardian of each pupil, showing the standing of the pupil in his various studies. The standing shall be obtained by taking the average of the recitations in each study. But when such standings are, in the judgment of the Superintendent and principal unsatisfactory, then such pupil shall be subject to a written examination at the close of the term. The said written examination shall be considered as one-half and the average of the daily recitations as one-half in obtaining the standing for the term in the study or studies in which pupils are examined under this rule.

12. The minimum average for promotion shall be 75 per cent. of all studies and 70 per cent., in a single study, based upon monthly reports or upon monthly reports and examinations combined, as provided in Section 11; but for graduations, 75 per cent. of all previous reports shall be required.

13. Besides the regular examinations, there shall be a public oral examination at the close of each term.

14. Any pupil absent twice within one month without rendering a satisfactory excuse, shall be suspended by the principal, and shall be restored only by a permit from the Superintendent.

15. Any pupil who shall be absent from the public oral examination, without the express permission of the principal, or who shall refuse or neglect to perform any assigned exercise, or other duty, shall be suspended by the principal, and such delinquent shall not be returned without the consent of the Superintendent.

16. Other grounds from suspension shall be the same as prescribed for the other public schools. Any pupil suspended a second time shall be reported to the High School Committee by the Superintendent, and shall be restored only by the permission of the Committee, which shall be certified to the principal by the Superintendent.

17. The graduating exercises of the academic and normal departments shall be held at such times and places as the High School Committee shall direct.

18. Appropriate diplomas signed by the officers of the School Board and countersigned by the principal of the high school, shall be issued to the graduates of both the English and classical courses of the academic department and to the graduates of the normal department.

19. The diploma of the normal department shall be equivalent to a "Full A" certificate, and shall be recognized as such in all appointments of the Board.

20. The High School Committee shall prescribe the studies to be pursued in both the academic and normal departments, determine their order, and the time to be devoted to each, and the text books to be used, and they shall have the direction in all matters not otherwise provided for by the rules of the Board.

ARTICLE XXI.

1. No person shall be certificated as director unless she has passed a satisfactory examination for the assistant kindergartener's certificate and has by actual service proved herself proficient in the management of kindergarten classes, and in addition, shall satisfy the committee on kindergartens by written examination upon topics connected with the work of kindergartening that she possesses the requisite knowledge of the various occupations and of the philosophy of kindergartening.

Assistant kindergarteners' certificates shall be issued to candidates who obtain an average of 70 % in the branches required for assistant teachers certificates and who furnish evidence satisfactory to the committee on kindergartens that they, the candidates, have had efficient training in regular training schools for kindergarteners.

2. The daily session of a kindergarten shall be three hours. No pupil over seven years of age shall be received, and no pupil shall be permitted to attend a kindergarten and a class of a higher grade at the same time.

APPORTIONMENT TO KINDERGARTENS.

3. Each Kindergarten shall be entitled to a director and one

paid assistant for sixty pupils and an additional paid assistant for each thirty pupils over sixty, but no director or assistant shall be appointed unless she possesses a sufficient knowledge of the piano to be able to perform upon it the music requisite for Kindergarten exercises. No Kindergarten shall be opened unless an enrollment of sixty pupils can be secured.

RELATION TO SCHOOL SYSTEM.

4. The Kindergarten shall constitute the lowest grade in the course of instruction of the public schools, and shall be styled the Kindergarten department of the primary or district school in which it is located. Except as to such matters pertaining to the programme, the details of work and the duties of local directors, the Kindergarten shall be subject to the control of the principal of the school in which it is placed.

SALARY OF DIRECTORS AND ASSISTANTS.

5. Kindergarteners having directors' certificates, when employed as directors, shall receive the same salaries as teachers employed in the first grade, and kindergarten assistants shall be paid at the rate of \$350 for the first year, and an addition of \$50 annually till \$500 is reached. Provided, that kindergarteners who are employed only half of each day shall receive only half salaries.

SUPERVISION.

6. The kindergartens shall be under the same general supervision by the Superintendent of Schools as are the other schools; and they shall be governed by the regulations of the schools established by the Board, except as these are modified by the foregoing rules.

ARTICLE XXII.

EVENING SCHOOLS.

LOCATION.

1. Evening schools shall be opened in such localities as may

be determined by the Committee on Evening Schools, and any school may be discontinued whenever, in the judgment of the committee, the average weekly attendance becomes too small to maintain the same with advantage to the pupils thereof.

SESSIONS.

2. There shall be three sessions per week, of two hours each, in the schools for males, and two sessions per week for females, the time for beginning the sessions to be fixed by the committee.

AGE OF PUPILS.

3. Pupils must be at least fourteen years of age, and shall be subject to such rules respecting attendance and discipline as the Committee on Evening Schools may prescribe.

INSTRUCTION.

4. The instruction in the evening schools shall be confined to reading, writing, spelling and arithmetic, in accordance with the course of instruction prepared, but special classes in other branches may be formed in the discretion of the committee.

TEACHERS.

5. The teachers in the evening schools shall be taken from the corps of teachers in the actual employment of the Board, but if a sufficient number of the properly qualified for this special work cannot be found, the committee may employ such other persons as in their judgment are qualified by education and experience to perform the duties of their position.

DUTIES OF PRINCIPAL.

6. It shall be the duty of the principals of the evening schools to keep a full and complete record of the attendance of pupils, of the text books and supplies furnished to the school by the Board and of the distributions made of the same to the scholars, to draw

up and certify reports to the Secretary and the Superintendent containing statements of the enrollment of pupils, and the attendance of teachers and janitors. It shall be the duty of assistants to instruct the classes in the schools in accordance with the provisions made for such instruction, and keep such other records and make such further reports as may be required by the committee.

APPORTIONMENT OF TEACHERS.

7. Teachers in the evening schools shall be apportioned as follows: For schools of not more than fifty pupils, a principal and one assistant, and for schools of more than fifty pupils, as many additional assistants as the committee may deem necessary.

SALARIES OF TEACHERS.

8. Teachers in the evening schools shall be paid as follows: Principals at the rate of \$2.50 per night, and assistants at the rate of \$2.00 per night.

JANITOR'S DUTIES.

9. It shall be the duty of the janitors of the schools in which evening schools are located, to properly heat and clean the rooms used for the school, and to be in attendance during the session, for which service they shall receive a compensation of fifty cents per session if but one room be used, and twenty-five cents for every additional room.

DUTIES OF PUPILS.

10. Pupils are required to be regular in their attendance. Two successive absences during one month not satisfactorily explained, or an aggregate of five absences during one month, will deprive a pupil of his seat, which will be given to the person standing first on the roll of applicants for admission.

ARTICLE XXIII.

DAY SCHOOL FOR DEAF MUTES, ETC.

SECTION 1. The day school for deaf mutes shall be under the

direction of the Superintendent of schools and a standing committee of five members, called the committee on deaf mute instruction, whose action shall be subject to revision and confirmation by the School Board.

SEC. 2. The day school for deaf mutes shall be conducted under the same general rules as the public schools of the city, as regards age and admission of pupils, attendance, length of school term, dates and times of opening and closing school, vaccination, contagious diseases, punctuality, regularity, deportment of pupils, and records.

SEC. 3. The instruction in this school shall conform to the graded course of the district schools adopted by the Board, and the special instruction of pupils as deaf mutes shall conform to the oral method, to the exclusion of all teaching or use of manual and sign language.

SEC. 4. Non-residents of the city may be admitted to this school upon the payment of such fees as are required of non-resident pupils attending district schools, except when the enrollment in said day school for deaf mutes is equal to or exceeds the number for which per capita appropriation is made by the state, in which case the cost of instruction shall be assessed among the whole number of non-resident pupils, by the committee on day school for deaf mutes.

The fees of non-resident pupils must be paid by the month, and rebates or exemptions shall not be made except by the recommendation of the committee and the consent of the Board.

SEC. 5. The day school for deaf mutes shall be instructed and supervised by a principal, who shall be under the direction of the Superintendent, subject to the advice and direction of the committee on deaf mute instruction.

SEC. 6. Assistant teachers and the principal of the deaf mute school must hold certificates granted by this Board, on recommendation of the committee on day school for deaf mutes, and approved by the State Superintendent, must be recommended by the com-

mittee on day school for deaf mutes after the examination of the applicant. Applicants shall be examined in physiology of the human voice, English orthoepy, and pedagogy as applied in the oral instruction of deaf mutes.

SEC. 7. The salary of assistant teachers shall be subject to the rules which fix the compensation of teachers holding the B certificate.

SEC. 8. The apportionment of assistants to number of pupils shall be one teacher for every ten pupils, and one for five or more pupils over this number—estimated upon the enrollment of pupils ; and such apportionment of teachers shall be subject to revision in accordance with this rule whenever the enrollment of pupils varies from the above requirement for two consecutive months.

SEC. 9. Teachers in the deaf mute school shall be subject to the same rules as teachers in the district schools as regards attendance, tardiness, tenure of service, contracts, suspensions, deductions of salary for absence, age at first employment, and reports to the Superintendent.

SEC. 10. It shall be the duty of the principal of the day school for deaf mutes to keep a special record of pupils attending the school, including age, parentage, origin and nature of pupil's deficiency in hearing and voice, improvement under training, and such other facts as may be of value in furthering the knowledge and advancing the art of phonological instruction.

ARTICLE XXIV.

EXAMINATION OF TEACHERS.

TIME FOR HOLDING EXAMINATION.

1. The regular meetings of the Committee on Examination, for the purpose of examining applicants for situations as teachers in the public schools of this city, shall be held during the winter and spring vacations, on such days as may be designated by the committee ; and on the Friday and Saturday next succeeding the regular monthly meetings of the Board in the months of June and August.

Provided, however, that applicants for the principal's certificate shall unless otherwise ordered by the committee, be examined only at the June and August meetings.

Adopted July 6, 1880.

GRADE OF CERTIFICATES.

2. The committee on examination shall grant two grades of certificates upon examination—assistant's certificate and principal's certificate.

3. Trial assistants' certificates shall be issued to candidates obtaining above 70 per cent. in each, and an average of 80 per cent. or more in the studies of Arithmetic, English Grammar, Theory and Art of Teaching, Geography, Penmanship, Reading, History of the United States, Constitution of the United States and State of Wisconsin, and Physiology, or 70 per cent. in each of the above branches and 70 per cent. or more in each of the additional subjects: Physics, Physical Geography and Algebra.

4. These certificates shall continue during one year's service, provided such service begin within one year from the date of examination; and after one year's successful service, certified by the Committee on Examinations and the Superintendent, the holders of such certificates shall be entitled to assistants' certificates.

5. Trial assistant certificates shall be issued to applicants holding certificates of the elementary course of the State Normal Schools, when countersigned by the State Superintendent of Public Instruction. Assistants' certificates shall be issued to applicants according to the above conditions, and to holders of State certificates and diplomas of the City or State Normal Schools.

6. Proviso: In the passage of these rules the validity of A, Partial A and B certificates and certificates of a higher grade now issued by this Board and the validity of city Normal School diplomas as equivalent to principals' partial certificates shall not be impaired, and present holders of A and B certificates shall be granted assistants' certificates, trial or full, according to experience of the

holder, and upon the recommendation of the Superintendent, and of the Commissioners for the teachers employed in the respective schools under their charge.

7. Teachers who are certified without proof of their ability to give the necessary instruction in music and drawing as required in the class to which they are assigned, or without evidence of ability to teach any other subject or subjects required to be taught in their respective classes, shall attend such instruction in the aforesaid subjects as the Board may direct, unless excused by the superintendent.

8. Principals' Partial certificates shall be issued to applicants entitled to or holding Full A or assistant's certificates, and obtaining on examination at least 75 per cent. in each of the additional studies required for the Principal's certificate, and shall be valid until the holder thereof is entitled to the Principal's Full certificate according to the next following section.

9. Principal's Full certificates shall be issued to the holders of the Principal's Partial certificate who have discharged the duties of principal of a full graded school, in the city of Milwaukee, for the period of one year, to the satisfaction of the Board, and shall be valid until revoked for incompetency or immoral conduct.

13 Any applicant for examination for a teacher's certificate of any grade, who shall pass a satisfactory examination in all studies excepting one, and shall attain a percentage of not less than 65 in each study, shall be granted a re-examination in such study, if applied for within thirty days after such failure shall have been announced by the Superintendent, and if such re-examination be satisfactory, a certificate shall be granted thereon.

DIPLOMAS, ETC.

14. Unlimited State certificates, diplomas of graduation from any normal school of this State when countersigned by the State Superintendent, and diplomas of graduation from the normal department of the Milwaukee High School, shall respectively be equivalent to the Principal's partial certificate, but unless when appointed

to principal's positions, holders of the above named certificates and diplomas shall only receive full A certificates. Certificates of the completion of the elementary course in any normal school in this State, shall, when countersigned by the State Superintendent, be equivalent to the B certificate.

Adopted July 6, 1880.

CERTIFICATE OF TEACHER OF GERMAN.

15. Applicants for the certificate of teacher of German shall be examined in the following studies, viz: in the German language, in grammar, orthography and dictation, composition, reading, translation into German, German literature, and theory and art of teaching; and in the English language, in grammar and orthography, composition, reading and translation into English.

Amended April 5, 1881.

16. No applicant shall receive a certificate whose standing is less than 80 per cent. in the German branches, and 70 per cent. in the English branches.

17. The certificate of teacher of German shall be issued to such as have passed the examination as above prescribed, and have discharged the duties of teacher of German for two years to the satisfaction of the Board, which shall be valid until revoked for incompetency or immoral conduct.

18. A trial certificate shall be issued to the applicant who has passed the examination, which shall be good until he has taught as teacher of German for two years in the public schools of this city, provided he receives an appointment within three years from the date of this examination.

CERTIFICATE OF ASSISTANT TEACHER OF GERMAN.

19. Applicants for the certificate of assistant teacher of German shall be examined in the German language as follows: grammar, orthography and dictation, composition, translation, reading. An average of 75 per cent. will be required in each of these studies.

Adopted May 5, 1881.

RULES TO BE OBSERVED BY APPLICANTS.

20. Applicants whose standing in either English grammar, penmanship, arithmetic or reading, falls below 60 per cent. shall not be allowed to attend another examination until after the expiration of six months.

21. Previous to examination, applicants shall register their names with the Superintendent, giving in each case the full name, age, residence, and years of experience, if any, in teaching.

22. No person is entitled to an examination unless at least eighteen years of age.


23. Before the commencement of examination, each applicant shall write his or her name upon a card previously numbered and furnished by the Superintendent, which card is to be deposited in a box designated for that purpose, at the close of the examination. The corresponding number, in each case, must be written at the top of every page of the applicant's written work, and all papers bearing the name of the applicant shall be rejected.

24. All communication between any applicant and any other person except the Superintendent, or member of the Committee on Examination, during the progress of the examination, is strictly prohibited; and any violation of this rule shall forfeit the privilege of examination and a certificate. A resort by any applicant to any book, memorandum or any other improper means of information during the examination, is also prohibited under a like penalty.

25. All mistakes in spelling, punctuation, and the use of capital letters will be taken into consideration in marking the papers. All answers to mathematical questions must be accompanied with the process by which they are obtained.

26. The questions in each study must be returned with the written work of the applicant.

27. In the application of sections 11 and 12, the Second District primary school No. 1 shall be rated a full graded school.

 For examinations of high school teachers, and superintendent of music, drawing and calisthenics, see Sec. 5, Art. XXIV of the Rules and Regulations.

ARTICLE XXV.

APPOINTMENT AND APPORTIONMENT OF TEACHERS.

AGE.

1. No person under the age of eighteen years shall be appointed as teacher in any of the public schools.

WHEN APPOINTED.

2. The annual appointment of teachers shall be made at the regular meeting of the Board in July, or as soon thereafter as practicable, and the teachers so appointed shall hold their positions until the next ensuing termination of a school year, unless sooner removed by the Board, or their positions otherwise become vacant.

APPOINTMENT OF TEACHERS.

3. The number of teachers that may be employed in any of the public schools of the city shall be determined upon the following basis :

First. For each school one principal.

Second. For each district school one first assistant.

Third. For the first and second grades one assistant teacher for each sixty-six pupils, and one additional teacher when the aggregate of the fractions over that number, for each grade, amounts to more than one-half of sixty-six.

Fourth. For the third and fourth grades one assistant teacher for each fifty-four pupils, and one additional teacher when the aggregate of the fractions over that number, for each grade, amounts to more than one half of fifty-four.

Fifth. For the fifth, sixth, seventh and eighth grades one assistant teacher, (counting the first assistant) for each forty-four pupils, and one additional teacher when the aggregate of the fractions over that number, for each grade, amounts to more than one-half of fifty-four.

Sixth. The number of teachers in the first, ninth, thirteenth and fourteenth district branch schools, to be appointed under the above rules when applicable, and otherwise, according to their special needs.

Seventh. The appointments made at the beginning of the school year, to be on the basis of the average number enrolled in the respective grades during the next year preceding; and thereafter, on the basis of the average number enrolled for the month immediately preceding the date of the appointment.

Eighth. For each district school one teacher of German.

In the application of this section the Second District Primary School No. 1 and the Sixth District Primary School No. 1 are to be treated as district schools.

FIRST APPOINTMENT—ON TRIAL.

4. Teachers shall be appointed for the first term on trial for three months, during which time they may be transferred by the Executive Committee, on the recommendation of the Superintendent to any other school than the one to which they were appointed. If at the end of their first term of service, they are found capable of discharging all the duties required of teachers, they shall, on recommendation of the Executive Committee, receive contracts for the balance of the school year.

CERTIFICATES.

5. No person shall be employed as a permanent teacher in any of the public schools who shall not first have passed a satisfactory examination, and received a certificate of qualification not inferior

to a Full B from the Committee on Examination of teachers, except teachers in the high school, who shall be required to pass such examinations in the studies to be taught by them respectively, as the High School Committee may prescribe; and except also the Superintendents of Music, Drawing and Calisthenics, who shall be required to pass such examination in the studies to be taught by them respectively, as the Committee on Music, Drawing and Calisthenics may prescribe; and *provided*, that except teachers of German, teachers in the high school, and the Superintendents of Music, Drawing and Calisthenics, such examination, shall not be required of any person who holds a certificate of qualification issued under the laws of this State sufficient to authorize the holder to teach in any of the common schools in the state, and of graduates of the normal department of the Milwaukee High School.

Amended July 8, 1880.

SUSPENSION OF TEACHERS.

6. Any teacher may be suspended by the Executive Commissioner of the ward and the Superintendent, for any violation of the rules and regulations for the government of the schools, or for any offense which, in their opinion, renders such teacher unfit for his or her position, and if such suspension shall be followed by the discharge of the teacher by the Board, the salary of such teacher shall cease from and after such suspension.

TEACHERS' CONTRACTS—HOW TERMINATED.

7. All contracts for the employment of teachers may be terminated at any time by the Executive Committee, by and with the consent of the Board, by giving the teacher ten days' notice thereof; and may also be terminated by the teacher by giving thirty days' notice in writing to the principal of the school, and also to the Secretary of the Board, who shall at once inform the Superintendent and the Executive Commissioner of the ward of such resignation.

Amended Dec. 2, 1884.

DEDUCTION OF SALARIES.

8. Whenever any teacher, or the Superintendent of Music, Drawing, or of Calisthenics shall be temporarily absent from school, it shall be the duty of the said teacher to send notice forthwith to the principal of the school and the office of the Superintendent of Schools, with the statement of the reasons and probable duration of such absence, and if any doubt exists as to the time of returning, then the teacher shall afterward send seasonable notice to the principal of the school, of the time when he or she is to return. When the absence is caused by sickness of the teacher, or by sickness or death in the family of the teacher, the pay of a substitute shall be deducted from the stipulated salary of said teacher for a period not exceeding one month; after which all pay shall cease unless otherwise ordered by the Board. All deductions made under this rule shall be on the basis of twenty days to a month. All teachers when absent from school duties, except as herein provided, shall forfeit their pay during the continuance of their absence.

SALARIES—HOW PAID.

9. The salaries of teachers shall be paid in monthly installments at the rate of one-tenth of the stipulated annual salary.

10. Kindergartners holding directors' certificates may be employed as teachers in the first grade, and when so employed their salaries shall be equal to those of teachers holding B certificates of equal experience.

ARTICLE XXVI.

QUALIFICATIONS AND SALARIES OF TEACHERS.

PRINCIPALS.

1. Principals of the several district schools and of the Second District Primary school No. 1 shall be required to hold principals' certificates, and to be at least twenty-five years of age, and shall be

paid \$1,400 for the first year and \$1,500 a year after. No person shall be appointed to the position of principal unless satisfactory evidence be furnished to the Board that he has taught successfully for at least three years.

2. Principals of Primary or Branch Schools shall receive for the first year's experience as principal the sum of \$650, when in charge of schools of two rooms, and principals of schools containing more than two rooms occupied by full classes shall receive \$50 additional to the above sum for each room more than two, occupied by full classes.

The salaries of principals of Primary and Branch Schools shall be increased upon experience at the rate of \$50 annually for two years, the difference between the minimum and maximum salary for the same school with the same number of rooms occupied by full classes being \$100.

FIRST ASSISTANT TEACHERS.

3. First assistant teachers are required to hold Full A certificates and to have had at least one year's experience in the Milwaukee public schools, and shall receive \$700 per annum, and an increase of \$50 annually till a maximum of \$800 is reached.

ASSISTANT TEACHERS.

4. Teachers holding life certificates issued by this Board, under section 10 of article XXII of these rules shall be paid \$600 a year.

5. Assistant teachers shall receive \$400 for the first year of their service and an increase in the salary of \$50 per annum thereafter for each year of experience in the Milwaukee Public Schools, with which they may be credited, until a maximum of \$600 is reached in the case of teachers employed in all grades below the seventh, and \$650 in the case of teachers employed in the seventh grade.

Provided, that teachers in the employ of the Board previous to the school year 1886-7 shall receive the progressive rates of

salary to which they would have been entitled during the present school year, until the maximum of \$600.00 for teachers employed in all grades below the seventh and of \$650.00 for teachers employed in the seventh grade shall have been reached.

6. The certificates of teachers who have taught in the public schools of this city to the satisfaction of the Board for at least three years, shall remain valid for three years after the resignation of said teachers, unless revoked by the committee on examinations for reason that would justify the non-issuance of certificates, such as immoral conduct or conduct unbecoming a teacher.

7. Actual and approved service of one, two or three years, of not less than ten months to a year, as teachers in public schools outside the city of Milwaukee, may, in the discretion of the Board, be treated as equivalent to previous experience in the schools of this city. Provided that written testimony of such experience outside the city be accompanied by a certificate from the superintendent of schools, presented to the Board, that the service of such teachers during six months trial in the city schools is of such a character as to corroborate in full or in part the testimony supplied by the teachers and others in their behalf.

8. Kindergartners holding Directors' Certificates may be employed as teachers in the first grade, and when so employed their salaries shall be equal to those of teachers holding assistants' certificates, of equal experience.

TEACHERS OF GERMAN.

9. Teachers of German shall receive a salary of \$800 per annum for the first year, \$900 for the second year; for succeeding year \$1,000 per annum, provided the permanent certificate of teacher of German is issued to the teacher at the end of two years service.

ASSISTANT TEACHER OF GERMAN.

10. Assistant teachers of German shall receive the sum of fifty dollars per year in addition to their regular salaries as class teachers.

Adopted April 3, 1881.

NORMAL SCHOOL GRADUATES.

11. Graduates of the full course of the State Normal schools shall be paid the same salaries as teachers holding Full A certificates. Graduates of the Elementary course of the State Normal schools shall be paid the same salaries as teachers holding Full B certificates.

Amended April 5, 1881.

(Amended by Sec. 5 above, May 1886.)

SUBSTITUTE TEACHERS.

12. Substitute teachers shall be paid \$1.50 per day.

TEACHERS' CONTRACTS.

13. The contracts of teachers, whose certificates expire during the year, shall terminate by virtue thereof, and all appointments shall terminate and be vacated on the day when the certificates expire.

CHANGE OF TEACHERS' SALARIES.

14. Salaries of teachers shall not be changed during the year; provided that whenever a teacher shall have completed that term of service in the public schools of this city, which, if completed before appointment, would entitle such teacher under the arrangement, to receive a higher salary on the ground of previous service; such increased salary shall be paid to such teacher from the beginning of the calendar month next following the completion of such term of service.

15. In applying sections 5, 6 and 7, of this article, teachers who have been regularly employed in the public schools of this city prior to September 1, 1880, shall from the dates of their respective appointments, be credited with their past service and experience, and shall receive the same salary under the said sections to which they would be entitled if said sections had been in full force in their present form, for the three years next preceding the first day of September, 1880.

Adopted Oct. 5, 1880.

ARTICLE XXVII.

TEACHERS' TENURE OF OFFICE.

REPORT ON SCHOOLS.

1. It shall be the duty of the Commissioners of each ward to duly examine and inform themselves as to the manner in which the schools in their ward are conducted, and the Executive Commissioner shall report on the same in writing to the Executive Committee of the Board, at the end of the school year, or oftener, as he may deem best or the committee shall require, with his recommendations, which report shall be submitted by him to his colleague for approval or disapproval.

Adopted July 5, 1881.

DROPPING FROM SERVICE.

2. It shall be the duty of the Executive Committee of the Board annually, before the regular meeting in July, to drop from the service of the Board every teacher or janitor in the employ of the Board at the end of the school year, who in the opinion of the Executive Committee is unfit or inefficient for his or her place, or whose retention for other good and sufficient reasons seems detrimental to the interests of public schools, and said committee may, whenever it deems best, dismiss and transfer teachers.

ANNUAL APPOINTMENT.

3. The Executive Committee shall annually report to the Board at its regular meeting in July, or as soon thereafter as practicable, a list of teachers and janitors to be appointed by the Board; but no teacher or janitor in the regular employ of the Board, willing to continue therein, shall be omitted from such list unless the reasons for such omissions are duly recorded in the office of the Superintendent and Secretary.

TRANSFERS, DISMISSALS, ETC.

4. Whenever any Executive or other Commissioner deems it best that any teacher or janitor shall be transferred, dismissed,

dropped or removed, it shall be his duty to so report to the Executive Committee of the Board, stating the reasons therefore, and it shall be the duty of said committee to consider the same without unnecessary delay. If such Commissioner shall be dissatisfied with the action of said committee, in such case, he may appeal to the Board, whose action shall be final.

Adopted June 21, 1881.

LEAVE OF ABSENCE.

5. Upon recommendation of the Executive Committee, the Board may, in its discretion, grant leave of absence with half-pay not to exceed one full school term, to any teacher who shall for a period of not less than twenty years have served the Board to its entire satisfaction.

Adopted Aug. 2, 1881.

SPECIAL CONSIDERATIONS.

6. The Board in its discretion and in such ways as it shall deem best, may show special consideration toward teachers and employes who have been most faithful, efficient, and longest in its service, who by reason of ill-health or sufficient cause shall have become partially or temporarily incapacitated for their duties, but no distinction shall be made on account of position or sex.

Adopted August 2, 1881.

ARTICLE XXVIII.

DUTIES OF JANITORS.

1. The janitors shall open the doors of the school buildings thirty minutes before the commencement, and lock them immediately after the close of school, and no pupil shall be admitted at any other time, except by permission of the principal.

2. They shall sweep the school buildings at night, and dust in the morning, and any dirt that may collect in the halls or on the stairs during the day, must be promptly removed.

3. The halls and passages must be washed once each month,

all school rooms and recitation rooms once each term, and the windows once in each of the following months: April, June, August and October.

4. During the vacation the entire buildings and premises must be thoroughly cleaned in every part.

5. The school buildings must be properly heated as early as 8:30 A. M., and the wood boxes and coal hods must be kept supplied with fuel.

6. When required by the principals, the janitors shall remove desks and benches, or fasten them down, and make such slight repairs as may be necessary.

7. When school buildings are used for examinations, exhibitions, teachers' meetings, or other school purposes, it shall be the duty of janitors to have such buildings in proper condition for the occasion.

8. Janitors shall carry all wood into the basement or woodsheds, prepare all necessary kindling, remove and deliver to draymen all ashes and cinders, and keep the walks within the school grounds clear and free from snow in winter.

9. They shall keep the furnace clean and stoves polished, and all water closets and privies neat and clean at all times.

10. The principals of the several schools shall have immediate supervision of their respective janitors, and see that they faithfully perform the above duties, and shall report to the Executive Commissioner of the school any carelessness or negligence.

ARTICLE XXIX.

SCHOOL LIBRARIES.

COMMITTEE ON LIBRARIES.

1. The President shall annually appoint a Library Committee, to be composed of three members of the Board, who shall, in conjunction with the President of the Board and the Superintendent of Schools, as *ex-officio* members of such Committee, supervise all libraries connected with the public schools of the city.

LIST OF BOOKS.

2. It shall be the duty of this Committee to keep on file in the office of the Superintendent of Schools a classified list of books suitable for such libraries, and all additions to the school libraries shall be selected from this list, and all gifts of books by any persons to these libraries shall be submitted to and approved by this Committee before the same are accepted.

REPORTS.

3. It shall be the duty of the principal of each school having a library, museum, objects of art or other matters of like nature collected in and connected therewith, to file a list of such books and other things, with all additions from time to time made thereto, in the office of the Superintendent of Schools, which list shall be open to inspection.

PURCHASES.

4. The Board shall annually include in the budget a suitable amount to be expended under the direction of the Library Committee for the purpose of establishing and maintaining in each school such library and museum as, in their opinion, may be required, subject to the approval of the Board, and to which there shall be reported any proposed purchases and plans, upon which said committee may decide.

ANNUAL REPORT.

5. The Library Committee shall annually, at the regular January meeting of the Board, report to it in writing the condition of the several school libraries and museums, together with such recommendations as they deem best to make with respect thereto.

ARTICLE XXX.

PUBLIC SCHOOL ASSOCIATIONS.

ORGANIZATION.

1. Whenever the citizens of any school district organize an association for the promotion of public educational interests, they

shall, under the conditions of the succeeding sections of this article, be entitled to the use of one or more rooms in the school building of such district for the purpose of teaching, and for such other meetings as may be necessary for the transaction of the business of the association.

CONDITIONS.

2. A copy of the constitution and by-laws of such association, together with a list of officers and members, shall be presented to and be approved by the Board.

MEETINGS.

3. The meetings of such association shall be so appointed and held, and its instruction shall be so given as to time, place and manner, as not to interfere or conflict with the regular exercises and duties connected with the public schools.

4. Such association having complied with the requirements of the Board, may hold meetings in the school building for the purpose of giving instruction once in each week, but business meetings of the association shall not be held in such building oftener than once in each month, except by special permission, in each case, of the Superintendent of Schools, and with the consent of one commissioner of the ward in which such building is located, and such meeting must be confined strictly to the legitimate business of the association.

EXHIBITIONS, ETC.

5. For the purpose of public exhibitions of the work and proficiency of the pupils, or by means of appropriate public entertainments to aid in defraying expenses, such association shall be entitled to the use of the school building, not to exceed three evenings in any one year, provided that due care be taken for the protection of property and maintenance, and that neither the sale of beer, wines or any intoxicating beverages nor public dancing be permitted within the buildings or upon the grounds upon such occasion. The principal of any school, desirous of holding a series

of literary or scientific lectures or entertainments, may, upon the recommendation of the commissioners of the ward and the Superintendent of Schools, receive from the Board express permission for that purpose.

EXPENSES.

6. All expenses incurred by reason of any of the meetings or entertainments mentioned in the foregoing sections, shall be paid by the association through whom they are incurred.

NEGLECT.

7. Any school association which neglects any of the provisions of the preceding sections shall forfeit all rights under any section of this article, and such forfeiture shall not be removed unless by a majority of the members of the Board.

8. It shall be the duty of the commissioners of the ward in which any association shall use school buildings, to exercise surveillance over the same, and report to the Executive Committee of the Board any infractions of these rules.

Adopted June 21, 1881.

PROVISIONS OF THE CITY CHARTER.

CHAPTER XII OF THE CHARTER OF THE CITY OF MILWAUKEE, RELATING TO PUBLIC SCHOOLS.

SEC. 1. The public schools of the city of Milwaukee shall be under the general management, control and supervision of a School Board, consisting of two persons from each ward, to be appointed by the aldermen of such ward, subject to confirmation by the Common Council. The members of said Board shall hold their offices for two (2) years unless sooner removed; *provided*; that the present school commissioners shall remain in office for the terms for which they have been elected respectively. A President shall be annually elected by said Board, who shall be a member thereof, and in his absence shall elect a President for the time.

School Board,
how elected, term
of office, etc.

SEC. 2. The members of the School Board shall take the official oath, and be subject to all the restrictions, disabilities, liabilities, punishments and limitations prescribed by the law as to the aldermen in said city of Milwaukee. The Council may remove any member of the Board for causes for which aldermen are removable. The School Board shall not in any one year contract any debt or incur any expense greater than the amount of the school funds subject to their order, without any previous ordinance or resolution of the Common Council. A majority of the whole

President, how
elected.

Official oath, liabilities, disabilities and duties of School Board.

Board shall be a quorum to transact business, but a smaller number may adjourn.

Power and authority of School Board.

SEC. 3. The School Board of the City of Milwaukee are hereby authorized and required, subject to the approval of the Common Council, to establish and organize so many public or common schools in addition to those already established in said city, as may be necessary for the accommodation of the children of the city entitled by the constitution and laws of this State to instruction therein; and the Common Council shall erect, purchase, hire or lease buildings, and furniture and lots for the accommodation of such schools, and of the high school of said city, and shall improve, enlarge and repair such school buildings. The School Board shall also have power to establish and define, from time to time, the boundaries of all common school districts in the city in such manner as they may deem best calculated to promote the interests of the schools.

School houses and grounds, city property.

SEC. 4. The school houses now erected, and the lots on which they are situated, and the lots now or hereafter purchased for school purposes, and the school houses thereon erected, shall be the property of the city; and no lot shall be purchased or leased, nor shall any school house be erected, without an ordinance or resolution duly passed by the Common Council. Deeds of conveyance and leases shall be made to the city of Milwaukee.

Text books and system of instruction.

SEC. 5. The School Board shall have power to adopt for use in the several public schools in the city, suitable text books, which shall be uniform and continue in use without frequent change; and when the School Board shall have adopted for use in the public schools of the city any text-book or text-books, the same shall not be changed by the Board for five

years next thereafter; and the School Board shall require that the system of instruction in the several public schools of the city shall be as nearly uniform as possible; and shall adopt, and at their discretion modify or repeal by-laws, rules and regulations for their own government, and for the organization, discipline and management of the public schools of said city, and generally adopt such measures as shall promote the good order and public utility of the said schools; *provided*, that such by-laws, rules and regulations shall not conflict with the constitution and laws of the State.

Discipline and
management of
schools.

SEC. 6 The School Board shall biennially elect by ballot a person of suitable learning, experience in the art of instruction and practical familiarity with the most approved methods of organizing and conducting a system of public schools, for Superintendent of Schools, who shall hold his office for two years, unless sooner removed. The Superintendent of Schools shall under the direction of the School Board have a general supervision of the public schools of the city, of the manner of conducting and grading them, of the teachers, and in connection with a committee of the Board, of the purchase of school apparatus. He shall in connection with a committee of the Board examine, employ and classify teachers, and dismiss them for incompetency or inattention to duty; and shall do and perform all such other duties as may be required by the Board. He shall receive a salary not exceeding three thousand dollars per annum, to be fixed by the School Board.

Superintendent of
Schools.

His powers and
duties.

Salary.

SEC. 7. Any person feeling himself aggrieved by any act of the superintendent, may, within ten days after the time of such act, appeal to the School Board, who shall dispose of such appeal as may be deemed right.

Appeals.

Secretary of the
School Board.

SEC. 8. The Board shall also appoint biennially some suitable person to act as Secretary of the Board, who shall receive a salary not exceeding fourteen hundred dollars per annum, to be fixed by such Board. It shall be his duty to attend the meetings of the Board, to keep a record of its proceedings, and a full and fair account of all receipts and expenditures of the Board, and to do and perform all such other duties as shall be required of him by said Board.

Bond.

The Secretary of the School Board shall, before entering upon the duties of his office, execute a bond to the city of Milwaukee, in such form and penalty, and with such conditions, as the Board shall prescribe, with sureties to be approved by said Board, which bond shall be filed with and kept in the office of the city clerk of said city; and the School Board may require security to be given for the faithful performance of his duties by any officer or employe of said Board, in such form and amount as to the Board shall seem best, and may at any time require of any officer or employe, additional bonds and sureties in its discretion.

Annual enumeration
of school
children.

The Secretary of the Board shall also take the annual enumeration of the children of school age in the city of Milwaukee, required by law, and shall at the same time collect such further statistics and information relating to schools and to the population entitled to school privileges in said city, as may be directed and required by the School Board, and he shall receive for such service a compensation or fee of two cents per capita upon the entire enumeration of persons between the age of 4 and 20, residing in said city, to be audited by the School Board, and paid out of the funds provided for the support of the schools.

SEC. 9. The Superintendent of schools, or the Secretary of the School Board, may be removed from office for misdemeanor in office, incompetency or inattention to the duties of his office, by a vote of two-thirds of the School Board: *provided*, that notice in writing of charges against him and of the time and place of hearing and acting upon the same, shall be served upon the accused at least five days before the time of hearing and before any action shall be taken by the Board thereon, and the accused shall be heard by himself or council; and either party may produce witnesses who shall be sworn and give testimony subject to the pains and penalties of perjury.

May be removed by a two-thirds vote.

Accused shall be heard.

SEC. 10. It shall be the duty of the Secretary of the School Board, within ten days after the annual appointment of teachers and other salaried employes, to report to and file with the city comptroller a duly certified list of the teachers and employes so appointed, with the salary allowed to each, and a statement of the time or times fixed for the payment thereof. He shall also, as often as any action shall be taken by said School Board, changing the salaries of either of the officers of said Board, or any of such teachers and employes, or making a new election or appointment to any position entitling the person appointed to receive a stated salary, immediately after such action is had, in like manner file with the comptroller a certified statement and list of all such changes and appointments. A list of all accounts which may be allowed by said School Board, stating the character of the materials or service for which the same were rendered, shall be furnished to said comptroller for his information, immediately after the meeting of said Board at which such allowance was made.

Certified list of teachers and salaries to be filed with Comptroller.

And said Secretary shall also make and file with the said comptroller quarterly statements of the condition of the fund for the support of schools and of the financial transactions of the School Board during the three months next preceding such statement.

High School site
and buildings.

SEC. 11. The School Board are hereby authorized, and it shall be their duty, to establish and maintain a high school for said city, which shall be opened to students residing in any of the wards of said city, and for that purpose the Common Council of the city of Milwaukee are hereby authorized to purchase a suitable site and erect or purchase all necessary buildings for the use of said school, and to enter into all contracts necessary for the accomplishment of the purpose of this section; and until such high school building shall be erected or purchased, the said School Board may use any one of the school buildings now or hereafter owned by said city.

Teachers and salaries.

SEC. 12 The said high school shall be one of the public schools of Milwaukee, and as such shall be under the same supervision and control, except as herein provided, as other public schools of said city. The said Board shall have power, and it shall be their duty to employ a principal for said high school, and such other teachers as may be necessary.

Course of study.

SEC. 13. The course of study in the high school shall be liberal, and shall embrace such studies as the said School Board may deem proper; and the said Board shall have power to grant diplomas and to confer degrees, in testimony of scholarship and literary acquirements.

Management of
High School.

SEC. 14. The said School Board shall have power to make rules and regulations for the government of teachers and students of said high school, to prescribe terms of admission, to determine the text-

books to be used, to fix the number of classes and the conditions of graduation, and all other matters relating to the management of said high school; *provided*, that no rule, order or regulation made by said Board shall be valid, if inconsistent with the laws of this State.

SEC. 15. The School Board of the city of Milwaukee are hereby authorized, and it shall be their duty to maintain a normal class and course of study under competent instructors for the special training of teachers for the public schools of the city until the State Normal School, proposed to be established in said city shall be fully established and organized, and shall be in actual and practical operation as a school for the training of teachers in said city.

Normal Department.

SEC. 16. Certificates of graduation from the normal department of said high school shall qualify the holders thereof to teach in the public schools of the city. No person shall be entitled to a certificate of graduation from said normal department, who has not been a member of the department for at least one year, or who is less than eighteen years of age.

Certificate of graduation.

SEC. 17. The School Board shall report to the Common Council of the said city, at or before the first meeting of the council in January in each year, the amount of money required for the support of all the public schools in said city, including the high school and normal class, for the next fiscal year; and it shall be the duty of said Common Council to levy and collect a tax, in addition to the tax to be levied for general city purposes upon all the taxable property of the said city, at the same time, and in the same manner as other taxes are levied and collected by law, which, with the other funds provided for the same purpose, shall be equal to the amount of money

Support of the Public Schools.

Tax shall be levied.

required by said School Board for the support of said schools; *provided*, that the said Common Council may by the votes of two-thirds of all the members elect, levy a tax for a greater or less amount for such purposes. The said tax and the entire School Fund of the city shall not be used or appropriated directly or indirectly for any other purpose than the payment of the salaries of the Superintendent of Schools, the Secretary of the Board, and the teachers, and the necessary and current expenses of schools, including the purchase of school supplies, apparatus and fuel, and the ordinary and necessary repairs of school furniture.

School moneys shall not be used for any other purpose.

School moneys how disbursed.

SEC. 18. All moneys received by or raised in the city of Milwaukee for school purposes, shall be paid over to the City Treasurer, to be disbursed by him on the orders of the President and Secretary of the School Board, countersigned by the city comptroller.

Purchase of school supplies.

Such orders shall be made payable to the order of the person in whose favor they have been issued, and shall be the only vouchers of the City Treasurer for payments from the school fund; and the School Board shall provide for the purchase and delivery of necessary fuel, apparatus and supplies for the schools of the city in like manner as such purchases are made for other city uses; *provided*, that the amount expended by the School Board shall not exceed the funds provided for these purposes respectively, and the comptroller shall not countersign any orders of the President and Secretary of said School Board, unless there is a balance in the treasury of the city to the credit of the fund, subject to the disposition and control of said Board.

School Board to report annually.

SEC. 19. The School Board shall be governed in all things by the school laws of the State, except as

they are altered or modified by this act. They shall report to the Common Council annually, in the month of September, the general proceedings and acts of said Board; the number and condition of the public schools kept in said city during the year; the time they have severally been taught; the number and names of teachers, and the amount of salary of each; the number of children taught in said schools respectively; the results of the annual enumeration required by law; the extent of school accommodations in the several schools; the amount of school moneys raised or received during the year, distinguishing the amounts received from the State fund, from the amount derived from taxes levied by the County Board of Supervisors, and by the Common Council respectively, and the accounts allowed by them against the School Fund in detail, together with such other information as they may deem useful, or as the Common Council may require. A copy of said report shall be transmitted to the State Superintendent of Public Instruction, and a like copy to the Librarian of the State Historical Society at Madison.

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